



Physis Heathgates Academy

Positive Behaviour Management Policy Including Rewards, Discipline and Sanctions

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Legal Status

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 paragraph 24 (3) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Equality Act (2010), Education Act (2011)
- DfE Guidance (2014) Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff (DfE Website – www.education.gov.uk) including Getting the Simple Things Right, Charlie Taylor’s Behaviour Checklist (DfE 2011) and non-statutory advice ‘Behaviour and Discipline in schools’ (2016)
- Use of Reasonable Force. Advice for Head Teachers, Staff and Governing Bodies (DfE 2013) which incorporates previous directives.

Applies to

- The whole school inclusive of activities outside of the normal school hours.
- All staff (teaching and support staff), senior leadership team and the proprietor working in the school.

Related Documents

- Anti-bullying Policy and Procedures; Safeguarding Children – Child Protection Policy and Procedures; Exclusions Policy; Physical Intervention – Use of Reasonable Force.
- Appendix A: Managing and Modifying Student’s Behaviour.
- Appendix B: Encouraging Positive Behaviour.
- Anti-bullying Policy and Procedures, Safeguarding Students - Child Protection Policy and Procedures, Exclusions Policy, Physical Intervention – Use of Reasonable Force, Spiritual, Moral, Social and Cultural policy (SMSC) including Personal, Social, Health and Economic (PSHE) education.

Staffing Method

This process requires:

- Strong school leadership, and a clear, well organised and consistent approach to behaviour management.
- An understanding of and access to sources of expertise in current legislation, research and philosophy on promoting positive behaviour and on handling student’s behaviour where the student may require additional support.
- Fulfils the duties under the Equality Act 2010; including issues related to students with special educational needs or disabilities and provides reasonable adjustments and support systems for these students.
- Promoting positive behaviour within the curriculum for supporting personal, social and emotional development.
- Recognition that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of The School.
- All staff to provide a positive model of behaviour by treating students, carers and one another with friendliness, care and courtesy.
- Supports teachers with classroom management.

- Implementing rewards and sanctions; behaviour strategy and the teaching of good behaviour.
- Managing students' transition, liaising with carers and other agencies.
- Maintaining facilities to a high standard and taking disciplinary action against students who are found to have made malicious accusations against staff, potentially including a fixed term, or if necessary permanent, exclusion.

The policies, working practices, documentation and record keeping support the implementation outlined above.

Availability

This policy is made available to parents/carers/guardians' staff and students from the school office.

Student Profile

Our school provides education for students who are at risk of, or are victims of, Child Sexual Exploitation (CSE), who may also have underlying conditions, special needs or diagnoses, including mental health, ADHD, ADD, and other difficulties.

All of our students are referred to us and funded through their own local authorities. Our age range of our students is between 11-18 years of age. Some of our students will have an Education Health Care Plan, others may be undergoing assessment. Students enter our school internally which are via our own care homes.

Statement of Intent

This policy is designed to promote and create a framework for achieving good behaviour, rather than merely deter anti-social behaviour. It is directly related to the social, physical and emotional well-being of everyone meaning we aim for every member of the school community to feel valued and respected, and each person to be treated fairly and well. In the main, encouragement and support should be seen as the basis for developing acceptable behaviour within the school.

Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad as negative reinforcement can, in fact, be counterproductive. Students should be given a positive choice to behave well whilst reminded of the consequences of not doing so.

We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to help all members of the school to live and work together in a way conducive to learning by creating a stable and secure environment that encourages respect for others while acknowledging the particular difficulties this represents for our students.

We believe that students flourish best when their personal, social and emotional needs are met to ensure high self-esteem and where there are clear and developmentally appropriate expectations for their behaviour. To this end we encourage all members of the school to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership.

We do not accept behaviour, such as bullying, insensitivity, bad language, vandalism and theft, which undermines these aims. This policy is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos.

Expectations of good behaviour are high and the students should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to encourage restorative justice wherever possible and to use sanctions only where absolutely necessary.

This policy reflects the school's stated aim of enabling all its students to develop habits of self-discipline and the attributes of a good citizen. It reinforces the values and expectations that are published in classrooms and in handbooks.

We have an emphasis on self-discipline and believe that whenever possible desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by teachers. Inherent in the ethos of the school is respect for the individuality of our students. Important to us all is the manner in which we relate and speak to students and to one another, each day. Staff should never use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language. They must instead aim to build, and repair where necessary, positive working relations founded on considered communication and collaboration.

The key to good behaviour management is to reduce the likelihood of difficult behaviours occurring. By careful planning and preparation and by involving students in a positive way in establishing clearly defined and easily understood boundaries, difficult behaviours can be minimised. Students will know that sanctions are applied justly and in a consistent manner. Distinction will be made between serious and minor offences.

It is recognised that behaviour problems in the school environment are significantly reduced by:

- Interesting, well prepared, appropriately resourced and relevant lessons.
- Clarity and consistency of expectations and consequences.
- Early involvement of relevant key personnel when problems arise.
- Building positive relationships with mutual respect between staff and students.

As part of our Behaviour Policy our school believes that students should feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language.

Aims

It is hoped that each student in our school will be:

- Well educated with a love of learning, ready to engage with a wider world.
- Happy and self-confident with a good sense of humour.
- Generous in spirit, kind to others and aware of others' feelings.

We motivate students to work hard; behave well; obey the school rules; treat all members of the community with respect; show self-respect.

We ensure that students are able to understand and respond to risk, for example risks associated with extremism, county lines, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

The School aims to provide:

- Good adult role models of caring co-operative behaviour.
- The reinforcement of positive attitudes to expectations.
- The celebration of a wide range of achievements.
- An acceptance by all staff of a responsibility for maintaining good discipline.

Our school makes the relevant information available to comply with the above aims. The policies, working practices, documentation and record keeping support the implementation outlined above.

In formulating our Behaviour Policy we first define the terms '*behaviour*' and '*discipline*'.

Good behaviour is conduct that assists the school to fulfil its function.

Discipline is the system of rules for good behaviour that aims to develop self-discipline in students and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in students an acceptance and recognition of responsibility for their own decisions and actions together with the consequences.

The School rules are based on respect, accountability and concern for others. We feel they promote a sense of community and collective responsibility with the school. In having rules, we hope to ensure the health and safety of the students whilst providing a happy and stable environment for staff and students. However, the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

We aim to teach students to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development. Whilst we would expect all staff to provide mutual support, there is a hierarchy of referral via key teachers through to the Head Teacher. In serious cases, staff should enlist the support of colleagues and senior staff, whilst maintaining their involvement and responsibility.

Students learn best when:

- Everyone enjoys coming to school, feeling valued and respected.
- They are motivated and inspired to succeed and see the relevance to their future.
- Their efforts and achievements are recognised, and celebrated.
- Their learning experience is meaningful and varied, stimulated by their own interest which is promoted and sustained.
- They are confident within a supportive, secure, structured, well-resourced and well-managed environment.
- There are clear, achievable but challenging expectations.
- They are actively encouraged to express themselves appropriately and make choices and decisions.

Teaching is effective when:

- Good communication is valued by all. We believe that people should communicate with one another with politeness and in ways that show respect for all.
- The needs of the individual leads curriculum planning.
- There are accessible, flexible and stimulating strategies responding to students learning styles.
- Staff consistently encourage students to achieve their best.
- There are expectations for students to take responsibility for their own behaviour.
- It co-ordinates the advice of all the disciplines involved with the student.
- Systems are monitored, assessed and reviewed.

The Role of the Head Teacher

The Head Teacher's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them.

The Head Teacher has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher who is expected to ensure the implementation of the above aims and additionally to:

- Make provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures.
- Be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and familiarise new staff members with the school's behaviour policy and guidelines for behaviour.

The Class Teacher and Classroom Management

The class teacher has prime responsibility for pastoral care. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning.

Well planned, interesting and demanding lessons make a major contribution to good discipline. Staff are supported with effective classroom management strategies to ensure effective behaviour management.

Within the classroom, students will be given the opportunity to take responsibility and to use their initiative for the good order of the class. The general practice of classroom management involves many rewards being given to students on a daily basis. These include verbal praise, written remarks about good work, sending students with their work to other teachers/Head Teacher, sending positive emails to the care home managers and our in-house points system. School reports are also seen as a means of constructive praise.

The Role of All Staff

All staff are expected to encourage good behaviour and respect for others and to apply all rewards and sanctions fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.

All Staff should:

- Have high expectations for students including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, trusting, supportive and constructive relationships with them.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Communicate effectively with Local Authorities, colleagues and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Understand the Physis therapeutic model and associated de-escalation strategies.
- Have a commitment to collaboration and co-operative working.
- Manage students' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy;

- Use a range of behaviour management techniques and strategies, adapting them for individual needs as necessary to promote self-control and independence of students and cooperation through developing their social, emotional and behavioural skills and ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

The Role of Students

Students are expected to take responsibility for their own behaviour and will be made fully aware of school policies, procedures and expectations.

Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported. Students will have opportunity to contribute to the policy via the student council.

The Role of Carers

Our school strongly encourages an ethos and culture whereby there is clear communication with, and the support of carers. Carers are expected to take responsibility for the behaviour of their student both inside and outside the school.

We try to build a supportive dialogue between the care home and the school, and we inform carers immediately if we have concerns about their student's welfare or behaviour. We work in partnership with carers to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately.

By working collaboratively with carers, students receive consistent messages about how to behave at home and at school. We expect carers to encourage their students to support the school rules, their student's learning, and to co-operate with the school. Termly meeting between student, key teacher and key carer takes place to ensure a strong positive well communicated relationship.

Other Agencies

Our school has access to counselling/therapy facilities, educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures and statutory procedures.

Standards of Behaviour

Our school demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a student enters the school. All staff are expected to promote good behaviour and self-discipline amongst students and to deal appropriately with any unacceptable behaviour.

Punctual attendance at school and lessons are required. It is appreciated that there will be variations in staff acceptance and tolerance of students' behaviour in class depending on the nature of the class and content of the lessons, but behaviour which does not allow constructive teaching and learning is unacceptable.

All staff have a duty to ensure that disruption is not tolerated. Through regular discussions at staff meetings, the school endeavours to ensure that staff apply all standards fairly and consistently.

The School Environment

We are well aware of the impact of the school environment on the behaviour of our students. If we are to raise self-esteem and demonstrate the value of each individual member of our school, then we must make sure that this is reflected in the appearance of the school. The care and sensitivity with which students' work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all.

Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around. The students will also be encouraged to be likewise aware so that they feel they personally have a responsibility for keeping the school clean, tidy and attractive. Students showing pride in their own classroom is the first step towards this.

We wish to promote a school environment where:

- All students have a right to work in a calm, undisturbed, supportive and purposeful atmosphere.
- If they are going outside the classroom, students should move from lesson to lesson quickly, but calmly so that they are punctual.
- To benefit fully from lessons students should have all necessary equipment and books.
- Positive self-esteem is encouraged along with concern for the well-being of others.
- School rules, stated positively, are understood and applied consistently.
- The attitudes and values with reference to Spiritual, Moral, Social Education (SMSC) and Personal Social Health and Economic Education (PSHEE) lessons permeate the school day.
- High expectations, both in work and in play, create a positive attitude to learning for life.
- All have a right to attend school without the fear of being bullied.
- Praise rather than blame, is the norm.
- Students should put all litter in bins and leave classrooms clean and tidy;
- All Jewellery is removed for P.E. to prevent injury.
- Medication, apart from asthma inhalers, brought into school should be handed to the school office. We do not store medication at school, this is managed by care staff.
- Buying and selling in the school is not permitted unless as part of a pre-arranged activity e.g. selling cakes for charity.
- No mobiles phone/ tablets are allowed onto school site.

Expectations

These are:

- To promote the well-being of self and the school community.
- To encourage the development of personal independence and responsibility.
- To promote the creation of an atmosphere conducive to learning.

Our school is opposed to discrimination on the grounds of sex, race or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals.

This school is opposed to any form of open, or concealed, racism or racist behaviour. All students, staff and parents have a right to be treated equally regardless of ethnic origin, colour or religion. Students should be encouraged to accept responsibility for their own behaviour. Students are expected to behave

in a manner that will maximise their learning opportunities - and those of their group members. Behaviour which does not enhance learning opportunities will not be tolerated. In such cases of unacceptable behaviour during lessons the Head Teacher is to be informed.

Our school Golden Rules:

- Be kind and caring to others.
- Respect your teacher and your peers.
- Respect the school environment.
- Always try your best.

Unacceptable behaviour is:

- That which can damage/hurt (in any way) a person or their property.
- That which is offensive or inconsiderate.
- That which interferes with the rights of teachers to teach and students to learn.

Rules are deliberately few in number and should be stated positively and clearly. Students should always be aware of why they exist. Our school rules should be well known to all and reinforced consistently.

Code of Conduct and Care for Others

In order to maintain a happy, safe, working environment in which staff and students can perform to the best of their ability we expect all members of our school to conform to the following code of conduct:

- All students of the school should show consideration, courtesy, respect and sensitivity to one another, to visitors to the school and to those of the public they come into contact with.
- The school will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the school.
- Any incident of bullying should be reported to an adult immediately. (Please see school anti-bullying policy) Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and sanctions for the perpetrator decided upon, support should also be extended to him or her in the form of assistance from the Head Teacher or outside agencies.
- We expect all members of our school to refrain from overly physical contact with one another.
- In particular no items of monetary or sentimental value should be brought into school or taken to off-site PE activities and individual guidance should be followed regarding valuables on school trips and residential courses.
- Intentional damage to School or personal property will result in contact with carers to seek reimbursement of the cost of repairing the damage.

Rewards

Throughout the school, good behaviour is promoted at all times. Our School believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour.

We endeavour to raise student's self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise students and, where appropriate, reward them for good behaviour and good work.

The particular and individual challenges faced by students mean that staff should actively seek out examples of appropriate and socially acceptable behaviour, identify and acknowledge that behaviour and then reward it.

Care should be taken to affirm students who are “always good”. They should not feel that the occasional badly-behaved student is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded.

Our rewards policy supports the belief that all members of the school have the right to be treated with fairness, honesty and respect and therefore to act with such. It seeks to recognise and reward students who demonstrate this sense of responsibility.

Practical praising strategies:

- Praise what the student has done rather than the student herself.
- Be specific with praise – focus on what has been achieved (work, behaviour).
- Avoid competition/ comparisons with others.
- Understand how students like to be praised.

Rewards awarded for:

- Achievement via our in-house points system.
- Good work & behaviour in class.
- Achieving certificates.
- Exceptional effort or progress & personal growth.
- Public/private celebration.
- Trophies (sporting achievements).
- Exceptional progress & personal growth.
- Celebration day (i.e. confirmation).
- Exam results.
- Exceptional personal achievement.
- Behavioural management.
- Sustaining positive behaviour.

We praise and reward students for good work and behaviour in a variety of ways:

- Teachers congratulate students.
- Students can work towards in house points incentive scheme.
- Recognition of personal qualities by peer group through the election of School Council Members etc.
- Staff are encouraged to send outstanding pieces of work and students with their work to the Head Teacher or other teachers.
- Students can visit other classes to share their good work or may be chosen to share it with visitors.
- Displaying good work around the school.
- Students are given roles throughout the school, and encouraged to take pride in their role, and are praised for this. Roles may include Anti-Bullying Champion.

- Verbal praise.
- Teachers send positive emails to care managers.
- Students are encouraged to share details of awards and achievements they may have attained outside of school, e.g. winning a cup for the area cricket club.

The school acknowledges all the efforts and achievements of students, both in and out of school. Students are given the opportunity to take on responsibility throughout the year. Students' successes in all areas e.g. academic, personal, artistic, sporting etc. are always celebrated.

Behaviour and Reward Scheme

The point system was implemented at Heathgates Academy to both improve and track behaviour. Each lesson students can gain up to one point in each of the following areas:

- Attendance
- Behaviour
- Effort

Further to this, points are also earned for attendance at AM and PM registration, uniform and Headteacher awards.

The points hold a monetary value that are totalled up throughout the year. These points then can be used for Love to Shop vouchers or other prizes that are appropriate for the young people; for example, towards the end of year prom dress, make up or something that is individual to the young person. In addition to the points system, we also offer the treat of the week award that recognises how hard the young person has tried in school. These can range from access to golden time or drink from Starbucks.

Tracking of individual student's behaviour can also be monitored using this scheme. Staff encourage students to discuss what points they think they achieved each lesson and why.

Behaviour Management

The consequences of any misbehaviour should be logically related. Under no circumstances is it an appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to encourage students to care about good class behaviour. This contributes to community building and fosters pride in the school. Restrictions on the student's natural impulse to explore and develop her own ideas and concepts are kept to a minimum.

Sanctions applied in the case of unacceptable behaviour, take into account the age and stage of development of the student. The sanctions given at the time the misbehaviour occurs (or soon afterwards), are relevant to the action and are fair and chosen dependent upon the severity of the offence or, in the case of minor offences, their frequency and the degree of disobedience involved in their repetition.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We expect students to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. We expect students to try their best in all activities. If they do not do so, we may ask them to redo a task. If appropriate, a letter of apology or explanations for behaviour is required from the student.

The safety of the students is paramount in all situations. If a student's behaviour endangers the safety of others, the class teacher stops the activity and prevents the student from taking part for the rest of that session. Disciplinary action should be appropriate to the misdemeanour and should take place as quickly as possible. The class teacher may discuss the matter with the student's carers at the end of the day, if deemed appropriate.

The Head Teacher will be informed if the unreasonable or antisocial behaviour continues and if necessary will call the carers for a meeting about their general behaviour and a daily/weekly behavioural chart may be set up by the class teacher and monitored by the Headteacher.

Students need to have set boundaries of behaviour for their own safety and the safety of their peers. In our school, we aim to establish these boundaries in a way that helps the student develop a sense of the significance of her own behaviour. Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the student untouched, i.e. by avoiding sarcasm or words that might humiliate the student. Students are encouraged to show positive attitudes to all aspects of school life. Negative attitudes are not acceptable. Major breaches of discipline (physical assault, deliberate damage to property, verbal abuse, persistent disruptive behaviour, etc.) are dealt with firmly by the Head Teacher.

Carers may be invited into school to discuss their student's behaviour. In rare cases, letters and phone-calls are made to carers and carers may be asked to temporarily or permanently withdraw their student if the student's behaviour is placing either the student or other students at risk.

Sanctions

- If a student is disruptive in class, the teacher verbally tells her. 'Time out' may be offered if suitable.
- If a student misbehaves repeatedly, we may remove the student for the remainder of the lesson and until they calm down and are in a position to work sensibly again with others.
- Where a student brings in dangerous, illegal items or any items specified with the DfE 2014 Behaviour and Discipline in Schools guidance, items will be confiscated, and additional searches of property will be made.
- Serious incidents of behaviour and the student must report straight to the Head Teacher. This may also include an internal exclusion or permanent exclusion.

Exclusion (please refer to the Exclusion Policy)

We may consider it inappropriate to re-instate a student who:

- Threatened or committed violence against other students or staff.
- Sold illegal drugs.
- Stole from the school or a fellow student.
- Displayed persistent and malicious disruptive behaviour, including open defiance of authority.
- Engaged in sustained bullying of other students.
- Consume alcohol on or off the premises such that they appear intoxicated whilst in school.
- Damages the reputation of the school/students/staff using (but not necessarily limited to) social media, email and other communication systems.
- Harasses, intimidates or threatened students/staff using (but not necessarily limited to) social media, email and other communication systems.
- Malicious allegations against staff or students.

Behaviour Levels and Further suggested strategies

All adults working directly with students at our school can be effective discipline managers by planning ahead for discipline just as carefully as they prepare their lessons or activities. This area cannot be left to chance as, without a disciplined environment, it is unlikely that effective learning will take place.

It is possible to plan for most disruptions to lessons. Such planning will allow the teacher to deal with problems as unobtrusively as possible and will focus on behaviour to ensure that everyone's rights are maintained.

In a classroom environment the following may inhibit the learning of individuals or their peers:

Lateness; non-attendance; irregular attendance; poor personal appearance; inappropriate clothing; distracting by playing with items in lessons.

Consideration needs to be given to the difference between sanctions and a consequence e.g. if a student breaks a window a sanction would be a verbal reprimand and sent home (no learning has taken place). A consequence would be a verbal disapproval, explanations of how it might impact others under health and safety, reporting with staff member into maintenance book and help with repair and cost of window.

These behaviours have been divided into four 'levels' of behaviour. Each level carries with it a series of potential consequences to be used. It was agreed that as each situation was possibly unique and dependent on the difficulties being faced by students, a degree of flexibility and professional judgement was imperative. In any event, staff should correct inappropriate behaviour wherever and whenever possible to avoid a) the student thinking it is acceptable and b) a crisis escalating.

Within the school we all have a duty to support any student who is out of their timetabled environment or who is struggling to maintain her emotions. If you find the 'lost student', you are responsible for their safe return to their environment. As a responsible adult, do not be afraid to ask for assistance or support, as this will help you to learn more about behaviour management for the future.

Level 1 Behaviours

Swearing; teasing; shouting; initial refusal to complete request.

'Containable issues' where staff feel independent action by them is appropriate (i.e. no involvement of other staff necessary) and they feel confident to take the necessary action.

At this level staff should always aim for positive solution. Behaviour at this level would be reflected in the points system and could be discussed by class teacher/home staff during handover and/or at the end of the day.

Suggested Consequences

- Verbal disapproval.
- Points not earned.
- Task completion.
- Written apology.

Suggested Strategies to support students modify their behaviour

- When it does not significantly affect classroom rights, it is best to ignore petty, attention-seeking behaviour.
- If a right to teach, learn or be safe is being significantly infringed, remind the student of the classroom rule e.g. "Jane, you know our rule for..... Please use it."
- Direct the student to appropriate behaviour.
- If a student is ever disruptive during the on-task phase of the lesson, it may be appropriate to direct her aside and ask why she is doing it.

- Remain calm, in general speak quietly and use appropriate assertion. Arguing and anger do not convince.
- Focus clearly on the behaviour which is affecting due rights and the relevant rule or right infringed.
- Expect students to comply.
- Avoid asking “Why?” questions. (Save these for discussion away from the group). Use “What?” questions instead. Ask ‘What happened?’ ‘I am curious to know...’.
- Avoid attending to the argumentative or procrastinating secondary behaviour (pouting, arms folded and turning away, etc.)

Level 2 Behaviours

Support now appropriate - when staff feel that the behaviour warrants a more ‘official’ or ‘formal’ intervention from another member of staff. This does not mean that the behavioural issue/consequence is now simply passed on to another person to deal with, but that another person becomes involved to support the carrying out of the consequence. Examples are throwing objects, some threats of violence, refusal to complete tasks.

If there is a positive solution, there is no need to complete significant event report sheet.

Suggested Consequences/Strategies:

Involving a chosen member of staff-

- Setting targets with an appropriate reward for achieving goal.
- Student made aware that record of incident will be kept.
- Student made aware that the Head Teacher and key teacher will be informed and that carers may be informed.
- Making amends.
- Task completion.

Suggested Language

When you have done you will have/be able to.....” *Not* “**If** you do, you will have/be able to”

Reflective Exercise

- Therapeutic crisis intervention student debriefs which is part of the incident report (sometimes completed by home staff in home environment).
- The student is encouraged/required to reflect on her behaviour.
- The aim of a ‘reflection’ is to diminish the possibility of a recurrence of the behaviour and support the student in aiming for a positive outcome, for example learning a new coping strategy that is pro-social.
- This will involve 1:1 time with the staff member where the behaviour occurred, together with additional staff if appropriate at the time.
- The discussion should take place as soon as reasonable after the inappropriate/anti-social behaviour occurs.
- The discussion would be better taking place in the student’s own time (i.e. break or lunchtime) rather than in front of the ‘audience’ of the class – although realistically this might not always be

possible, there should be good reasons why the discussion took place in the lesson rather than 'a quick word' during lunch break etc.

- The discussion should only take place if there is the realistic possibility of 'private' time for both student and staff member – allowing time and 'space' for discussion of what might have triggered the behaviour.
- Time taken to discuss and reflect on the behaviour should aim for a positive outcome (e.g. alternative strategies for dealing with the situation that triggered behaviour, discussion of particular anxieties that triggered the behaviour, possible difficulties with work and/or resources, possible difficulties with other students in the group).
- A debrief or meeting sheet should be kept with a copy of the significant event report.
- It is imperative that 'visual conversation' techniques are used to assist the student to process the information if this is required to support understanding.
- A plan is put in place with the young person as the result of this exercise.

Some behaviours are level 3 or 4 regardless of circumstances as these behaviours represent a threat to the safety of others.

Level 3 Behaviours

- Deliberate disruption which may include absconding.
- Physical attack.
- Serious damage to property.
- Racism.
- Smoking on the school site.
- Student has not responded to consequences from Levels 1 and 2 and persistent inappropriate/anti-social behaviours are now present.

Suggested Consequences:

Level 3 behaviours must be supported by incident report. All staff are responsible for contacting house staff & education staff about the incident and keeping them informed.

- Strategy meeting of all relevant staff may occur with action plan.
- Restricted activities.
- Loss of privileges.
- Formal involvement of SLT.
- Confined to a safe place.
- Internal exclusion.

Level 4 Behaviours

- Serious incident that will lead to outside agency involvement.
- Head Teacher now involved due to consistently serious anti-social/inappropriate behaviour from student.
- Behaviours that are not manageable in a school environment.

- Serious physical attack on student or staff.
- Under the influence of illegal substances.

Suggested Consequences:

Level 4 behaviours must be supported by significant event report. The key teacher of the student must be kept informed and involved. A focus meeting must take place involving all relevant staff.

- Referred for formal meeting with SLT.
- Behaviour contract, if considered to be appropriate and likely to be effective.
- Meeting with student, Social Worker, LA Virtual School and Head Teacher if appropriate.
- Risk of fixed term exclusion made clear to student/carer/social worker.
- Potential for permanent exclusion made clear to student/carer/social worker.
- Police involvement.

Anti-Bullying

For information of how we deal with incidents of bullying, please see our anti-bullying policy. If a case occurs of severe or persistent bullying, strong sanctions such as exclusion will be implemented.

Managing Student Transition

As an all-age school, there is constant communication between the Key Stages. Where a young person is leaving us in KS4 to post-16 education this development is carefully managed.

Careers

The school's career program is an integral part of the PHSE program and consists of lessons, events and activities which are designed to achieve the learning outcomes recommended in the DfE Career guidance and access for education and training providers in England.

The school has close links with the local careers service and arrangements are made for students to meet with a career's advisor at Heathgates School along with independent monthly workshops.

Educational Visits

The Head Teacher may not allow students to participate in an educational visit (including residential visits) if their behaviour at school indicates that the student's presence on the activity will be prejudicial to good order and/or safety. Any serious offences, whilst on an educational visit will result in the student being sent home.

Serious Misbehaviour: Recording Behavioural Incidents

The school keeps a variety of records of incidents of misbehaviour. The Head Teacher keeps a record of any student who is excluded for a fixed-term, or permanently. It is the responsibility of the Proprietors, to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Record of Serious Sanctions

Any serious incident, that is where very aggressive or uncontrolled behaviour has put other students at risk or has endangered the safety of the student concerned, must be discussed with the Head Teacher and recorded.

Please refer to our Exclusion Policy for extreme cases, also to our Anti-Bullying Policy.

Behaviour outside school

Student's behaviour outside school or on educational visits and sports fixtures is subject to the school's behaviour policy. Poor behaviour in such circumstances will be dealt with as if it had taken place in school. Students are expected to behave appropriately when travelling.

Corporal Punishment

Please note that the use or the threat of the use of Corporal Punishment is prohibited under Section 131 of the School Standards and Framework 1998. The prohibition applies to all 'members of staff' including all those acting in loco parentis, such as unpaid, volunteer or supervisors.

Punishments that are humiliating or degrading will not be used.

The following sanctions / punishments will never be used: -

- Corporal punishment.
- Any form of hitting of a student (including hitting a student in anger or retaliation).
- Deprivation of food or drink or enforced eating or drinking.
- Prevention of contact by telephone or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing.
- Withholding of any aids or equipment needed by a student.

Concerns about the welfare of colleagues or students should be communicated to the Head Teacher immediately.

Remember, these guidelines will protect you, the students and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.

Physical Restraint

In our school we fully comply with the policy for the **National Federation for Personal Safety (NFPS)** This policy deals with the principles and practice of support given to the individuals in our care by staff in Pysis. It also outlines the legal requirements and the practical procedures that Pysis Education undertakes to ensure the safety of the individuals in our care, staff, directors, and visitors.

Pysis recognises that within its setting there are a number of individuals for whom physical and/or restrictive intervention may form part of a range of strategies required to meet their needs and to ensure the safety of others. As is required by the law we do not have a 'no touch' policy.

In our school we do not hit, push or slap students. Staff only intervene physically to restrain students to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head Teacher and recorded in the school's record of physical interventions. The student's carers and social worker are informed on the same day. Guidance is given to

all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable. See 'Physical Intervention policy' for more information.

Involvement of Students

Article 12 of the UN Convention on the Rights of the Student allows students who are capable of forming views to express those views. The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programme to reinforce self-discipline and positive work and behaviour patterns.

Duties under the Equality Act 2010

In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. Particular consideration will be given to those students with special educational needs or disability when considering behaviour, discipline and sanctions including exclusions. The school will take account of any special educational needs when considering whether or not to exclude a student.

Students will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the student. Adjustments will be made according to the students' specific needs. All rewards and sanctions must be applied fairly and consistently and in accordance with the school's Single Equalities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability.

The Role of Students

The Rights and Responsibilities of Students

Our school believes that as a student you have the right:

- to develop to your full potential in every area of school life.
- to be treated fairly and with respect.

As part of these rights, students should recognise the following responsibilities:

- I have the right to be safe.
- I have a responsibility to make the school safe by not threatening, hitting or hurting anyone.
- I have the right to an education.
- I have a responsibility to co-operate with teachers, classroom support staff and other students to make sure that lessons proceed smoothly.
- I should not behave in a way that will interfere with the other students right to learn.
- I have a responsibility to attend classes regularly and to arrive at lessons on time.
- I should adhere to the school dress code.
- I have a right to be treated with understanding.
- I have a responsibility to treat others with understanding – not to laugh at others, tease others or try to hurt their feelings by name calling.
- I should help other members of the school, particularly those who are new or younger than me.
- I have a right to be treated with respect and politeness.

- I have a responsibility to treat others politely and with respect.
- I have a responsibility to respect the authority of teachers and learning support staff.
- If necessary, I have a responsibility to disagree without being disagreeable.
- I have a right to expect my property to be safe.
- I have a responsibility not to steal, damage or destroy the property of others.
- I have a right to be taught in a pleasant school environment which does not put me at risk.
- I have a responsibility to take care of the school and its resources.
- I have a responsibility to inform staff about any damaged equipment or fittings.
- I accept that adults may more easily see dangers and I will comply with their instructions.
- I have a responsibility to report others I see damaging school.
- I have a right to enjoy a healthy lifestyle while I am at school.
- I have a responsibility not to bring tobacco, alcohol or drugs into school.

The Right to Learn in a Calm and Undisrupted Atmosphere

Students should move around the school calmly and quietly. Homework and the date for handing it in should be written down in the homework diary. All work submitted should reflect a student's best efforts. Work that is badly presented or well below a student's capabilities is unacceptable and will be returned to the student in order for it to be done again.

To ensure that the learning of others is not disturbed, calling out and other forms of disruptive behaviour is discouraged. Mobile phones are not allowed in school. Students are expected to use the internet in a sensible manner. Students are not allowed to access social media at school.

Members of the school must not:

- Bring penknives or potentially dangerous objects, such as fireworks or cigarette lighters, into school or on school journeys.
- damage property or write graffiti on school property. If damage is caused, because a student has ignored instructions, a charge may be levied.
- smoke or consume alcohol in the school or on school trips/journeys.
- bring or consume chewing gum in the school.
- bring any drugs into the school or on school journeys.

Our school is committed to preventing drug misuse. Any instance of possession, use or supply of illegal drugs on school premises or trips will lead to immediate suspension whilst the matter is investigated. The investigation may result in permanent exclusion.

Students' Conduct outside the School Gates

Any student found to show misbehaviour or bullying outside the school gates (including students travelling to/from school, on an educational visit or where a student can be identified such as through an email etc.) that is witnessed by a staff member or is reported to the Head Teacher; will be subject to proportionate disciplinary measures.

External misbehaviour includes behaviour that could have repercussions on the orderly running of the school, posing a threat to another student or member of the public, or behaviour that could adversely affect the reputation of the school. This will follow the Serious Misbehaviour process mentioned above and could lead to exclusion from the school.

Behaviour of Carers on/off the School Premises

It is expected that carers will comply with our school regulations regarding dropping off and collecting their students and when on the school premises.

- Carers must on arrival at the school report immediately to the School Office. They may not wander around the school premises unaccompanied, unless permission has been sought e.g. to collect an item of uniform.
- Carers should not become angry publicly, and if they have a problem this should be dealt with in privacy with the person concerned and if necessary, with another member of staff. Complaints should be handled according to the Complaints Procedure.
- Carers do not have permission to turn up at the school during school hours unannounced demanding to see their student's teacher. If this happens, and they refuse to leave, they will be escorted off the premises.
- Carers may not meet class teachers when they are teaching, and appointments must be made.
- A note/email must be written if a student has to be taken out of school hours e.g. for a doctor's appointment. The student will then be collected by their carer at the appropriate time. The student/carer is then signed out and back in again on return.
- Matters concerning students in the school should be handled objectively through the school and not solely between carers.

Care staff should not use school complaints procedures to vent personal vendettas against the school, nor should emails be circulated, or placements made on social network sites that damage the reputation of the school/students/staff. Any email that is to be circulated between care homes other than for normal class business should be approved by the Head Teacher first.

Organisation and Facilities

We have a clear ethos and culture along with appropriate educational facilities within our environment which enable students to become as personally adequate, socially competent and as independent as their potential will allow. We also make clear the responsibility shared by all members of the school community to care for and protect facilities in or order to maintain a safe and positive learning and working environment.

Staff Development and Support

We support our staff in managing and modifying students' behaviour through appropriate training and guidance to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

Managing Student Transition

We carefully manage the transition of our students throughout the school and the preparation for their transition to mainstream/further education. A strength of our school is the relationships staff develop

with the students. Because our staff team are in constant communication, any specific student support systems or strategies are seamlessly integrated as each student moves through the school to ensure consistency in their behaviour management.

Support systems for students, parents and other agencies

In our school we have set procedures for supporting students with their behaviour problems. We may implement a behaviour plan for students with serious behaviour issues so that staff, carers and the student understand what is expected of them and the strategies which will be used.

We have strong links with the clinical team who support students and the school with counselling/therapy. Our school also has access to educational psychologists when needed. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

Malicious accusations

If an allegation is determined to be unfounded, the school will liaise with the care home and on occasion regional managers to decide whether the student concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Head Teacher will temporarily or permanently exclude the student.

Reporting for students and carers

- Daily handovers; Social development; Rewarded via Reward points system.
- Progress in class, Class records.
- Termly meeting with student, key worker and key teacher; Social development & progress in class.
- Termly Report.
- Formative reports of academic achievement & behaviour; Sent home termly.
- Annual Report; Summative report of academic achievement; Sent end of summer term.
- Exam Results; Results reported to parents.
- Updates during TACs (Team Around a Child), PEPs (Personal Education Plan) and LACs (Looked after Child) meetings.

Recording

A copy of all discipline letters are kept on file. The overwhelming majority of disciplinary offences are “in house” and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the school to record the transgression(s) on the transfer report.

Monitoring and Review

The Proprietor along with the Governing Body will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

The local content of this policy will be subject to continuous monitoring, refinement and audit by the Head of Service.