 

BEHAVIOUR POLICY

(Alternative Provision)

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##

## **AIMS**

In Education Partnership Trust schools, our aim is to provide exciting opportunities for pupils to engage and succeed in their learning. Good Behaviour and attendance of students is a vital element in this process. We aim to provide a safe, inclusive learning environment that helps students overcome barriers, negative influences, frustrations and difficulties and promote positive attitudes, relationships and behaviour that is conducive to learning. This will be achieved by promoting an ethos of respect combined with excellent teaching and learning opportunities and by ensuring there is a clear and effective behaviour policy with clearly defined consequences

## **PURPOSE**

* To promote good behaviour, self-discipline and a respectful school culture
* To prevent bullying
* To manage the conduct of pupils effectively
* To create an environment in which learners feel valued, cared for and safe.
* To ensure expectations are understood by pupils and applied consistently and fairly by staff in the classroom

**Please also refer to our Safeguarding and Anti-Bullying Policy for further information.**

**PRINCIPLES**

**Schools will:**

* Apply consistent behaviour management strategies to help pupils understand the school’s expectations and allow staff to be mutually supportive.
* Ensure an appropriate curriculum is offered, which will be accessible to pupils of all abilities and aptitudes.
* Ensure pupils experience good teaching, engaging them in their learning and subsequently reduces instances of poor behaviour.
* Have a wide range of appropriate rewards and sanctions and ensure they are applied fairly and consistently by all staff.
* Praise pupils for their hard work, cooperation and helpfulness and use the rewards system where appropriate.
* Ensure pupils are made aware of sanctions that will be applied for poor behaviour.
* Provide regular opportunities for all staff to develop their skills in managing pupil behaviour effectively.
* Ensure that pupils have access to effective pastoral support systems in school and support from external agencies.
* Work in partnership with parents, carers and other agencies to promote good behaviour and academic achievement.
* Ensure that learning environments and school facilities are fully equipped, attractive , fit for purpose and resourced.

**PRACTICE**

**CODE OF CONDUCT**

* These are the school rules that all staff and students follow:

**Respect yourself**

* By taking pride in your appearance, wearing your safety equipment
* By taking pride in the work you complete
* By accepting responsibility for own behaviour

**Respect others**

* By treating other with consideration and politeness
* By caring for others and their property
* By being welcoming and friendly
* By moving around school in a safe and sensible manner

**Respect learning**

* By arriving at lessons on time
* By settling quickly to work
* By listening carefully and following instructions
* By working to the best of your ability
* By respecting the environment
* By respecting equipment, resources and the school in general
* By using the litter bins provided

**REWARDS**

We believe that students deserve to be rewarded for positive contributions to the school community, whether in lessons or outside the classroom. We believe thatrewarding the deserving will inspire those vulnerable or demotivated students who may be struggling at their parent school. Rewards will be given as a means of acknowledging an effort, achievement or action that is above and beyond the norm and will be based on accurate data. We will actively seek ways to find students succeeding and praise their efforts. We will reward consistently in these areas:

* Formally or informally
* Publicly or discreetly
* Regularly, consistently and sincerely

Rewards systems in our school will link into attendance, improved behaviour, effort, attainment, attitude, progress and motivation. A variety of methods of rewards will be used at the School, these will include verbal praise, positive phone calls home, public display of high-quality work, acknowledgement through assembly and certificate or awards at assemblies.

**Positive Praise and Rewards**

Praise, celebration and encouragement promote positive behaviour. As a Trust we believe that rewards and recognition play a motivational role in helping students to realise desirable behaviour. These rewards are clearly defined in our procedures.

**SANCTIONS**

If poor behaviour is identified, sanctions will be implemented fairly and consistently in line with the ‘Dfe Behaviour and Discipline in Schools Advice for headteachers and School Staff January 2016’. Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil. Teachers’ powers to discipline pupils include:

* verbal warnings;
* missing break times;
* setting written tasks as punishment;
* detention; (including outside school hours)
* the power to discipline beyond the school gate;
* Short term / a fixed period of time removal from lessons to an isolation room
* Fixed term exclusion from school\*
* End of placement for Dual rolled pupils\*
* Permanent exclusion from school for pupils single registered\*

**\*See Appendix 1 Exclusion Policy**

**TEACHERS’ POWERS TO DISCIPLINE PUPILS**

* The power to use reasonable force and other physical contact **(See Appendix 2)**
* The power to screen and search pupils and to confiscate pupils’ property **(See Appendix 3)**

**MONITORING**

 A student’s behaviour will be monitored thoroughly through the school’s data analysis management system. This system will allow staff to track standards and monitor such things as punctuality and attendance to ensure the highest possible standards. A record of detentions, incidents, phone calls home, parental meetings and referrals will be maintained to ensure there is a record of student behaviour throughout their school life and allow SLT and staff to action accordingly. Throughout the student’s school life, progress reports will provide valuable data, periodically, regarding a student’s progress, behaviour and attitude to learning.

Behaviour monitoring is carried out by:

* Staff monitoring and recording behaviour in class and around school.
* Pastoral Team, meeting on a regular basis and using behaviour reports.
* SLT during formal and informal meetings
* Governing Body, through visits and Headteacher’s report

**EVALUATION**

The following aspects will be regularly analysed as part of the Schools Behaviour and Attendance Profile, in order to inform practice:

* Impact on pupils’ progress and attainment
* Impact on pupils’ attendance
* Number of pupils who receive fixed term exclusions
* Number of pupils bullied
* Number of incidents recorded
* Feedback from parents and carers
* Feedback from commissioning schools and other stakeholders
* Feedback from external agencies

# APPENDIX 1 - Exclusions Policy

These arrangements are based on statutory guidance from the Department for Education: Exclusion from maintained schools, academies and pupil referral units (PRUs) in England.

It is based on the following legislation, which outline schools’ powers to exclude pupils:

[Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

* [School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012](http://www.legislation.gov.uk/uksi/2012/1033/made)
* [The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014](http://www.legislation.gov.uk/2014/3216)

**Reasons for exclusion**

This can either be a very serious incident or the repetition of serious incidents. Such as:

* Serious breach of the school’s rules or policies
* Serious risk of harm to the education or welfare of the pupil or others in the school.
* Repeated failure to follow an instruction
* Failure to complete a behavioural sanction
* Repeated and persistent breaches of the school’s behavioural policy.
* Serious actual or threatened violence against another pupil or a member of staff
* Possession or use of an illegal drug on school premises;
* Persistent bullying
* Persistent prejudice-based harassment or hatred based acts

Formally arranged part-time timetables may be necessary as a temporary measure to meet a pupil’s needs.

Any exclusion will be at the decision of the Headteacher usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident).

**Fixed-Term exclusions**

A fixed term exclusion is when a pupil is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child’s education, whilst mindful of the seriousness of the breach of policy.

**Persistent or cumulative problems**

Internal and temporary/fixed-term exclusions may be used in response to a persistent poor behaviour which breaches school rules and policies. In the most serious cases where the problem persists and there is no improvement:

**For Pupils Dual Rolled**: a pupil’s placement at the school may end

**For Pupils Single Registered**: a permanent exclusion) may be necessary.

**Permanent exclusion**

A permanent exclusion is when a pupil (single registered at the school) is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders and the Chair of the Governing Body as soon as possible in such a case.

**Please see Dfe Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017**

**The length of an exclusion**

This will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child’s learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

**The decision to exclude**

If the Headteacher decides to exclude a pupil he/she will:

* Ensure that there is sufficient recorded evidence to support the decision;
* Explain the decision to the pupil if the pupil is in the state of mind to listen to the decision
* Contact the parents and explain the decision and ask that the child be collected;
* Send a letter to the parents confirming the reasons for the exclusion the length of the exclusion and any terms or conditions agreed for the pupil’s return
* in cases of more than a day’s exclusion, ensure that appropriate work is set and that
* arrangements are in place for it to be marked;
* Plan how to address the pupil’s needs and integration back into their class on his/her
* return;
* Plan a meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff.

# APPENDIX 2 - The power to use reasonable force

This guidance relates to:

Jan 2016: Dfe Behaviour and discipline in schools Advice for headteachers and school staff

**Jul 2013: Dfe** Use of reasonable force Advice for headteachers, staff and governing bodies

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

* remove disruptive children from the classroom where they have refused to follow
* an instruction to do so;
* prevent a pupil behaving in a way that disrupts a school event or a school trip or
* visit;
* prevent a pupil leaving the classroom where allowing the pupil to leave would risk
* their safety or lead to behaviour that disrupts the behaviour of others;
* prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
* in the playground; and
* restrain a pupil at risk of harming themselves through physical outbursts.

# APPENDIX 3 - Searching Students

This guidance relates to:

Jan 2016: Dfe Behaviour and discipline in schools Advice for headteachers and school staff

Jan 2018: Dfe: Searching, screening and confiscation Advice for headteachers, school staff and governing bodies

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

* knives or weapons
* alcohol
* illegal drugs
* stolen items
* tobacco and cigarette papers
* fireworks
* pornographic images

any article that the member of staff 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).

**Confiscation**

School staff can seize any prohibited item found as a result of a search.

They can also seize any item; they consider harmful or detrimental to school discipline.

Confiscated items will not be returned to pupils or parents/ carers.

# Annex 3: Infectious disease (e.g. Covid-19) additional behaviour rules

In light of the covid-19 outbreak there is a need for children to behave differently when they return to school, and new principles and systems will need to be implemented and continually reviewed.

Specific areas in relation to infectious disease control (including covid-19):

* Following any altered routines for arrival or departure
	+ Students must ensure they follow the school’s latest rules on entry to, and movement around the building
* Following school instructions on hygiene, such as handwashing and sanitising
	+ Students must ensure they follow the school’s latest rules on hygiene, such as handwashing and sanitising
	+ In line with updated guidance from Public Health England
* Following instructions on who pupils can socialise with at school
	+ Students must ensure they follow the school’s latest instructions on their social/classroom groupings. This is vital to ensure infection control and the effective tracking and tracing of any potential infection.
* Moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
	+ Students must ensure they follow the school’s latest instructions on movement around the building to minimise the potential for spreading infectious disease to others.
* Expectations about sneezing, coughing, tissues and disposal (‘catch it, bin it, kill it’) and avoiding touching your mouth, nose and eyes with hands
	+ Students must ensure they follow the school’s latest rules on sneezing, coughing, tissues and disposal (‘catch it, bin it, kill it’) hygiene, in line with updated guidance from Public Health England
* Tell an adult if you are experiencing symptoms of coronavirus
	+ All students have a responsibility to tell an adult immediately if they are experiencing any symptoms
* Rules about sharing any equipment or other items including drinking bottles
	+ Students must ensure they follow the instructions of the teacher in the classroom regarding what equipment can and cannot be used
* Amended expectations about breaks or play times, including where children may or may not play
	+ Students must ensure that whilst social distancing measures are in place, they must be adhered to
* Use of toilets
	+ Students must follow the instructions of their teacher on when they can use toilets
* Clear rules about coughing or spitting at or towards any other person
	+ Coughing and/or spitting intentionally on other people is strictly forbidden
* Clear rules for pupils at home about conduct in relation to remote education
	+ All principles outlined in the school’s acceptable use policy and one to one device documentation signed for at the point of acceptance must be adhered to at all times

***Reasonable adjustments may need to be made for students with more challenging behaviour or those with Special Educational Needs. These must be reflected in the student’s individual risk assessment if required.***