BEHAVIOUR MANAGEMENT POLICY

Policy Code *QSC/5*	Authorisation Date *March 2022*	Next Review Date *March 2024*
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Associated Documents

- Anti-Bullying Policy
- Attendance Policy
- Enrolment Application Form
- Ethos, Values Statement and Guiding Principles
- Harassment Policy
- ICT & E-Safety Policy
- Parent Student Handbook
- Safeguarding & Child Protection Policy and Safeguarding and Child Protection Handbook including the DfE Keeping Children Safe in Education guidance
- SEND Learning Support Policy
- Staff Handbook
- Equality of Opportunity Policy
- IT Policy
- Grievance and Disclosure in The Public Interest Policy (Whistle Blowing Policy)

1.0 INTRODUCTION/POLICY STATEMENT

1.1 The policy is based on the principle that every student has the right to learn in a safe, caring, calm, respectful, supportive and engaging environment.

1.2 We are a caring Campus and believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages good behaviour rather than merely deterring anti-social behaviour.

1.3 The policy is underpinned by a restorative approach towards behaviour management which recognises that misconduct harms people and relationships and that those involved in the problem also need to be involved in finding the solution.

1.4 In line with national legislation, any form of corporal punishment is strictly forbidden at our Campus.

2.0 PURPOSE

2.1 The aim of this policy is to support Trustees, Campus Principal and staff at OSGUK Swaffham Campus (hereafter 'the Campus') in building a positive culture.

2.2 The policy will provide staff at the Campus with a framework for positively managing student behaviour, including appropriate rewards and sanctions which create an environment that encourages and reinforces good behaviour, promotes self-discipline and defines acceptable standards of behaviour.

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3.0 SCOPE

3.1 This policy applies to all staff members, Trustees, volunteers, current and prospective students, parents and carers. Behaviour management is the responsibility of all staff with the Campus Principal having prime responsibility for promoting good behaviour throughout the school as directed by the Trustees.

4.0 DEFINITIONS

Term	Definition
Child/Children	For the purpose of this policy, this means all students at the Campus
SIMS	School Information Management System

5.0 POLICY STATEMENT

5.1 INTRODUCTION

5.1.1 The policy is based on the principle that every student has the right to learn in a safe, caring, calm, respectful, supportive and engaging environment.

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5.2 POLICY AIMS

5.2.1 The policy is based on the following underlying goals:

5.2.2 Positive Relationships - We believe in the importance of developing relationships based on mutual respect, trust and integrity.

5.2.3 Positive Engagement - We believe that engagement needs to be based on attentiveness, warmth, cooperation, and clear communication.

5.2.4 Positive Accomplishments - We believe in helping students to learn and achieve in all areas of their lives.

5.3 POLICY PRINCIPLES

5.3.1 The management of behaviour at all OneSchool Global UK campuses is based on a philosophy of Positive culture. To support this positive culture, we believe:

- Challenging behaviour has a message.
- Behaviour that persists over time is working.
- Working with students to change behaviour is vital.
- Staff approach is the key to managing behaviour.
- Teaching new behaviours is important.
- A lack of social and communication skills contributes to negative behaviour.
- A positive approach works best.
- A non-confrontational focus is important.
- We must use restorative principles and practices.
- We must have considerations of individual differences.

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- Promoting and supporting positive behaviour is critical.
- We must use the principle of least to most intrusive intervention

5.3.2 To support this culture, we actively promote a student Code of Conduct which enables clarity of expectation around student behaviour alongside a culture of care for children and young people. Our code of conduct underpins all student behaviour and is designed to maintain a positive and safe learning environment for all.

5.4 Student Code of Conduct

5.4.1 We expect students to:

- Attend all lessons and study periods punctually
- Be loyal to the Campus community and always be honest
- Use appropriate language at all times
- Treat all members of the Campus community and property with respect
- Participate positively and diligently in all learning activities
- Contribute towards a safe and well-ordered environment
- Wear the school uniform with decorum
- Remain on school grounds unless otherwise permitted.

5.4.2 Restorative Practice is about repairing harm and restoring relationships. It uses the stories of those involved in an incident and the people close to it (e.g. students, staff and families) to provide support to those who have been harmed, and others involved.

5.4.3 The Campus/Trust positively supports individuals with special educational needs and staff will work collaboratively with learning support colleagues to ensure that students have a positive and progressive educational experience. In terms of the Behaviour Management Policy, reasonable adjustments will be made to support students with SEND depending on the nature of a student's needs.

6.0 PROCEDURES

6.1 APPLICATION OF REWARDS AND CONSEQUENCES

6.1.1 Rewards and consequences are part of real life. They are both effective tools in managing student behaviour. In the application of rewards and consequences we need to ensure that we have a good balance between rewarding positive behaviours and applying consequences for negative behaviours.

6.1.2 Our positive culture should be rich with praise. For praise to sanction ratios to be healthy they should exceed 5:1. Praise takes numerous effective forms which include:

- Verbal praise
- Positive comments in books, notes home to parents in the school diary/planner or 'praise' postcards
- Special mention in class or in assembly, sharing of achievements
- Regular written and oral communication with parents where possible about positive behaviour and valuable contributions to the life of the school
- Exhibiting good work in classrooms or corridors
- Referral to the Campus Principal or Lead CA for commendation
- Using stars/smiley faces on charts, books etc. (as age appropriate)
- Use of citations
- Allocation of positions/roles of responsibility.

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6.1.3 Our 'OneSchool Awards' are a very effective and consistent way of rewarding positive behaviour. These awards are achieved through the award of CITATIONS.

6.1.4 OneSchool Awards motivate students to achieve across the range of personal and academic qualities throughout their school years. The OneSchool Skills develop the following key skill areas

- Involvement in School Activities - Inclusiveness, Team Spirit, Encouragement, Enthusiasm, Adaptability
- Leadership - Loyalty, Acceptance, Consistency, Respect, Responsibility, Role Model
- Academic Achievement – Self Direction, Versatility, Accomplishments, Perseverance, Assessment Results
- Fulfilling Potential - Learning Focus, Maturity, Resilience, Understanding, Persistence
- Management Skills - Communication, Reflection, Cooperation, SDL, Organisation, Initiative

6.1.5 Citations are used to reward the development of OneSchool Skills. The use of citations is an essential element in providing positive reward for appropriate behaviours. Citations are the key rewards within OneSchool and contribute to the achievement of bronze, silver and gold awards at campus level. They also result in the Top Dux awards and contribute to the Global House Competition.

6.1.6 Citations must be recorded on SIMS in the Behaviour Management tool, by the teacher issuing the citation. Staff will always write the specific reason for the citation so that students and their parents can receive high quality feedback. The citation is communicated to parents immediately through SIMS Parent App.

6.1.7 Our application of consequences needs to be consistent. It is important that where unacceptable behaviour occurs we know what is not tolerable and what steps we will take. Consequences must not be over punitive and must pass the following test:

- Is it reasonable, fair and logical?
- Is the consequence related to the behaviour?
- Does it keep dignity and respect intact?
- Does the student learn from the consequence?

6.1.8 All behaviour which causes concern and actions taken must also be recorded on SIMS in the Behaviour Management tool, by the teacher. Feedback on the behaviour and expected next steps should be specific, as it is shared with parents on the SIMS Parent App immediately.

6.1.9 Frequent monitoring of behaviour incidents is required to track trends or patterns of misbehaviour. These trends and patterns should be actioned appropriately by SLT.

6.2 TEACHER POWERS

6.2.1 As detailed in DfE Guidance, teachers have the statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. It applies to all paid staff with responsibility for students including Teaching Assistants.

6.2.2 Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including educational visits. This also applies in certain circumstances when a student's behaviour occurs outside of school. Teachers have the power to impose detention outside of school hours and to confiscate student property.

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6.2.3 Teachers have the power to discipline students for misbehaving outside of the school premises in respect of non-criminal bad behaviour and bullying that is witnessed by staff or reported to the school in the areas of misbehaviour when:

- Taking part in a school organised activity
- Travelling to and from school
- Wearing of uniform
- In some other way identifiable as a student of the Campus
- There could be repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school.

6.3 BEHAVIOUR STEPS

6.3.1 Teachers need a framework on which to base their approach to managing behaviour. A clear set of steps to follow is within this framework. A series of diagrams can be found at the end of this Policy that provide visual representation of the steps to follow and relate to the following areas:

- Classroom Disruption, generally behaviour that disrupts the learning of themselves or others or the running of the classroom, rather than specific behaviour incidents.
- Behaviour Incidents, where a student is involved in a single or on-going series of behaviours.
- OneSchool Sequence of Restorative Justice

6.3.2 All sanctions will be recorded and monitored using the Behaviour Management Tool in SIMS.

6.3.3 The Campus Principal will maintain a register of serious misbehavior sanctions for level 4 or 5 incidents (see appendix 6), even if it has no entries. A report will be run on a monthly basis with a nil return entered if there are no sanctions to record.

6.3.4 The Campus Principal will liaise regularly with the Lead CA with regard to behaviour management on school buses.

6.3.5 Sanctions for IT and device misuse are specified in the ICT & E-Safety Policy.

6.3.6 When serious misconduct occurs, or when all positive interventions have been unsuccessful, then major disciplinary sanctions may be used. For example, a Positive Behaviour Agreement and possible exclusion with input from the Regional Principal, Lead CA and Campus Principal. This is reserved for students who persist in disregarding the Campus rules and Code of Conduct and is only used for students whose behaviour is consistently unacceptable and who have failed, after previous restorative steps have been taken, to show any improvement.

6.4 SAFEGUARDING

6.4.1 Where behaviour gives cause to suspect that a child is suffering, or likely to suffer significant harm, the Safeguarding & Child Protection Policy, Keeping Children Safe in Education Guidance and/or 'Prevent' guidance will be followed.

6.5 POSITIVE BEHAVIOUR AGREEMENT (PASTORAL SUPPORT PLAN)

6.5.1 If, after applying all previous steps, or after a meeting, there is no improvement in behaviour or attitude, the student will be supported by a Pastoral Support Plan and an IBP (Intensified Behaviour Plan) will be written. A daily incident report may be used as part of the Plan so that behaviour can be closely monitored and improvements

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recognised. Parents should be very involved at this stage. In consultation between the parents and the Learning Support Coordinator, the student may be placed on the appropriate register for a period of time when the behaviour difficulties persist.

6.6 POWER TO USE REASONABLE FORCE

6.6.1 The DfE guidance for schools dated January 2016 (Appendix 2) will be adhered to at the Campus https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

6.6.2 Our approach to the use of force at the Campus is based on the principle that it is necessary to prevent harm to students and is fully in accordance with DfE guidance.

6.6.3 We acknowledge that we have a legal duty to ensure reasonable adjustments for the use of reasonable force for disabled and Special Educational needs students are appropriately managed. The Campus Principal should consider if any additional training may be required to enable staff to carry out their responsibilities taking into consideration the needs of the students.

6.6.4 If reasonable force is used to control or restrain students an Incident Record (Appendix 5) will be kept and retained by the Campus Principal and a review and monitoring of the approach to the incident will be reviewed with appropriate actions / quality assurance being in place.

6.7 SEARCHING, SCREENING AND CONFISCATION

6.7.1 The DfE guidance for schools dated January 2016 (Appendix 2) will be adhered to at the Campus. https://www.gov.uk/government/publications/searching-screening-and-confiscation in addition to the Student Search Policy.

6.7.2 DfE Guidance explains schools' powers of screening and searching students so that school staff have the confidence to use them. It covers:

- Powers to search with consent
- Power to search without consent
- Powers schools have to seize and then confiscate items found during a search
- Statutory guidance which schools must have regard to.

6.7.3 Prohibited items as specified in the Parent Student Handbook that are likely to cause harm or disruption, Health and Safety Policy and under Section 550 2A (3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of articles) Regulations 2012 includes:

- Knives, weapons, alcohol, illegal drugs and stolen items. Tobacco and cigarette papers (including electronic cigarettes), fireworks and unsuitable magazines and literature including pornographic images. Substances, aerosol cans, imitation weapons, laser pointers, chewing gum and electronic devices including games and digital or any music devices.
- Any article that a 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) and any item banned by the school rules.

6.7.4 Students must not have these items in their possession school premises or at any time when they are in lawful charge and control of the school (for example on an educational visit).

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6.8 PARENT COMMUNICATION

6.8.1 Parents have a vital role to play in their children's education. It is very important that they have the information needed to support their child's learning and co-operate with the school. At the Campus we are very conscious of the importance of having strong links with parents and good communication between home and school. Regular telephone calls or e-mails are extremely useful, and parents really appreciate being 'kept in the loop'.

6.8.2 The Campus will inform parents if there are any concerns about their child's welfare or behaviour. If parents have concerns, they must make these known to the Campus.

6.8.3 Parents should normally be informed of a detention, even if it takes place during the school day. If a student receives a second detention, parents may then be invited into school for a meeting with the Lead CA and Campus Principal to discuss the way forward.

6.8.4 The Campus will ensure that parents receive a copy of the Behaviour Management Policy on an annual basis. Parents will be informed of any modification to the policy due to changes in legislation or guidance outside of the review cycle. A copy of this Policy will be placed on the website.

7.0 LEGISLATION

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- The Education (Independent School Standards) (Amended) (England) Regulations 2014
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations

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ATTACHMENTS

- Appendix 1: Refers to detentions, confiscations, corporal punishment, power to restrain, power to search, student injury, teacher duty of care

- Appendix 2: DfE Guidance Behaviour & Discipline in Schools – A guide for Head Teachers and School Staff January 2016
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_Head_Teachers_and_School_Staff.pdf

- Appendix 3: DfE Guidance Getting the simple things right checklist
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf

- Appendix 4: OneSchool Skills and Citations links
  http://intranet.focus-school.com/oneschool-skills/

- Appendix 5: Incident Form – Use of Force
- Appendix 6: Serious Behaviour Sanctions Record
- Appendix 7: Pastoral Support Plan

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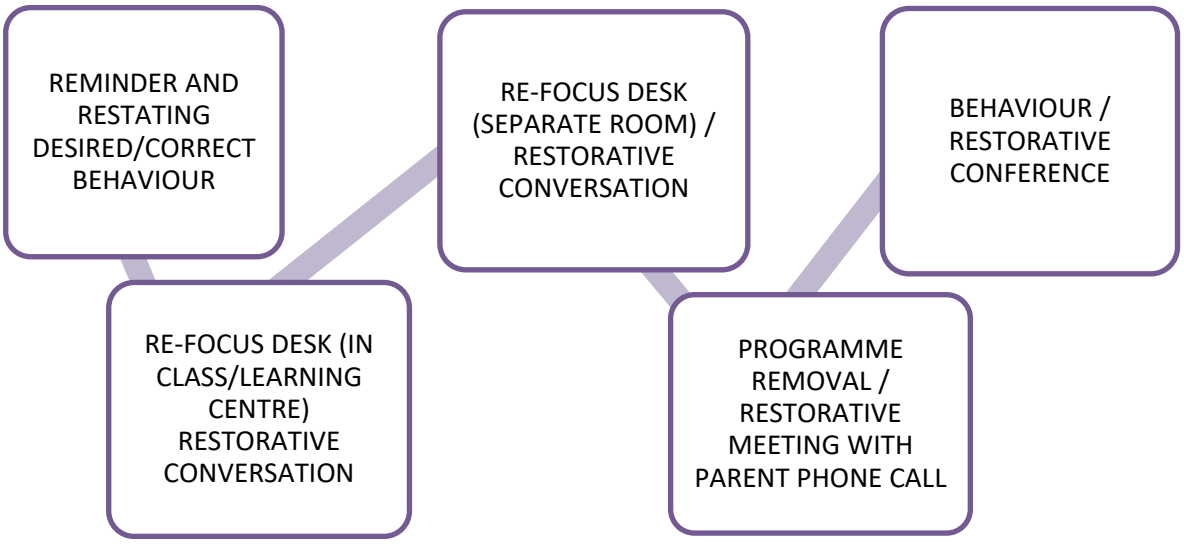
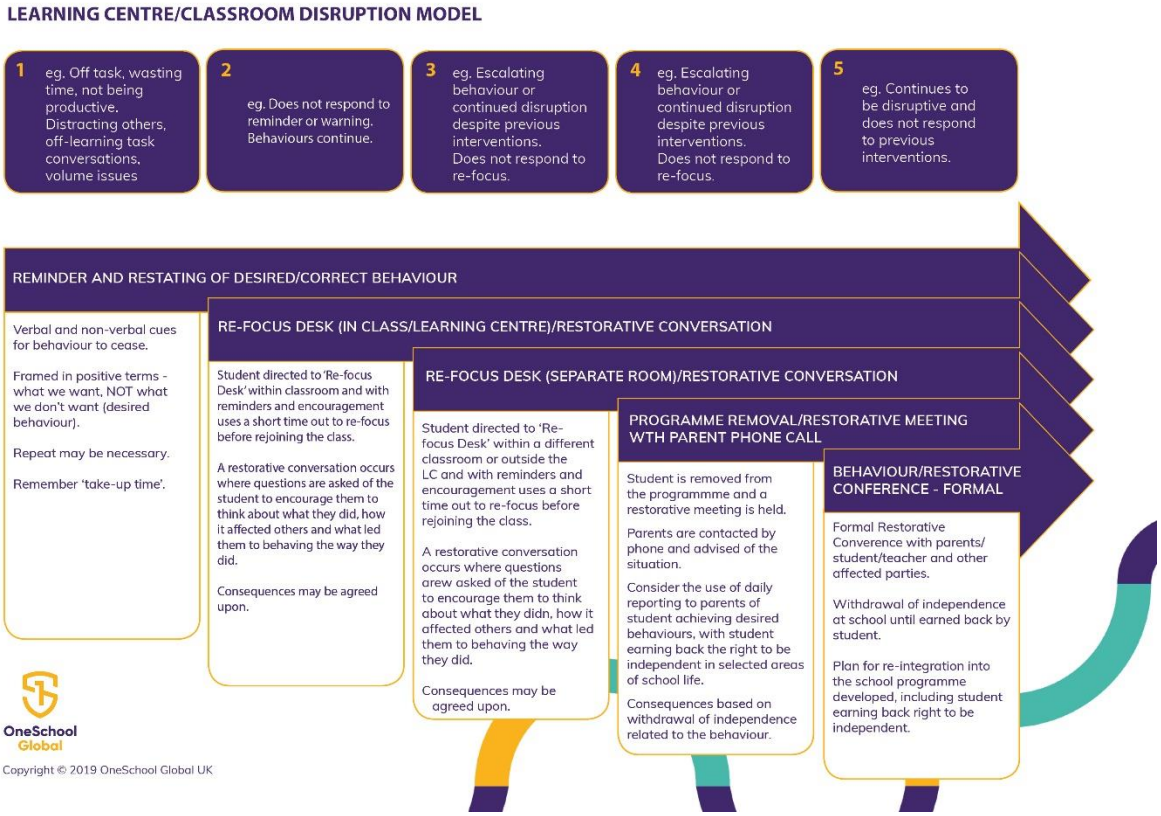
Learning Centre/Classroom Disruption Mode





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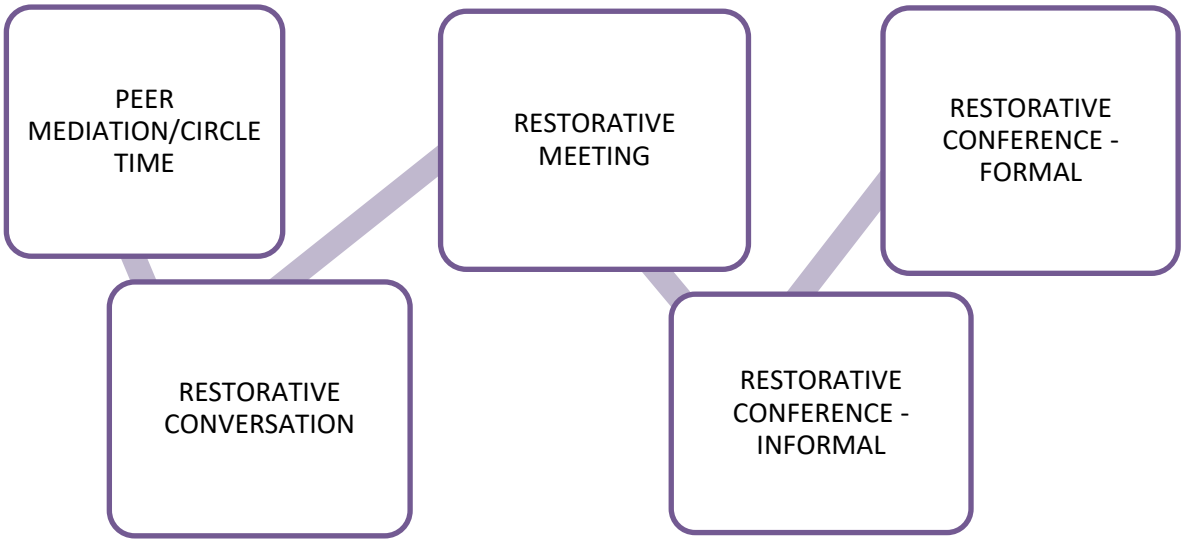
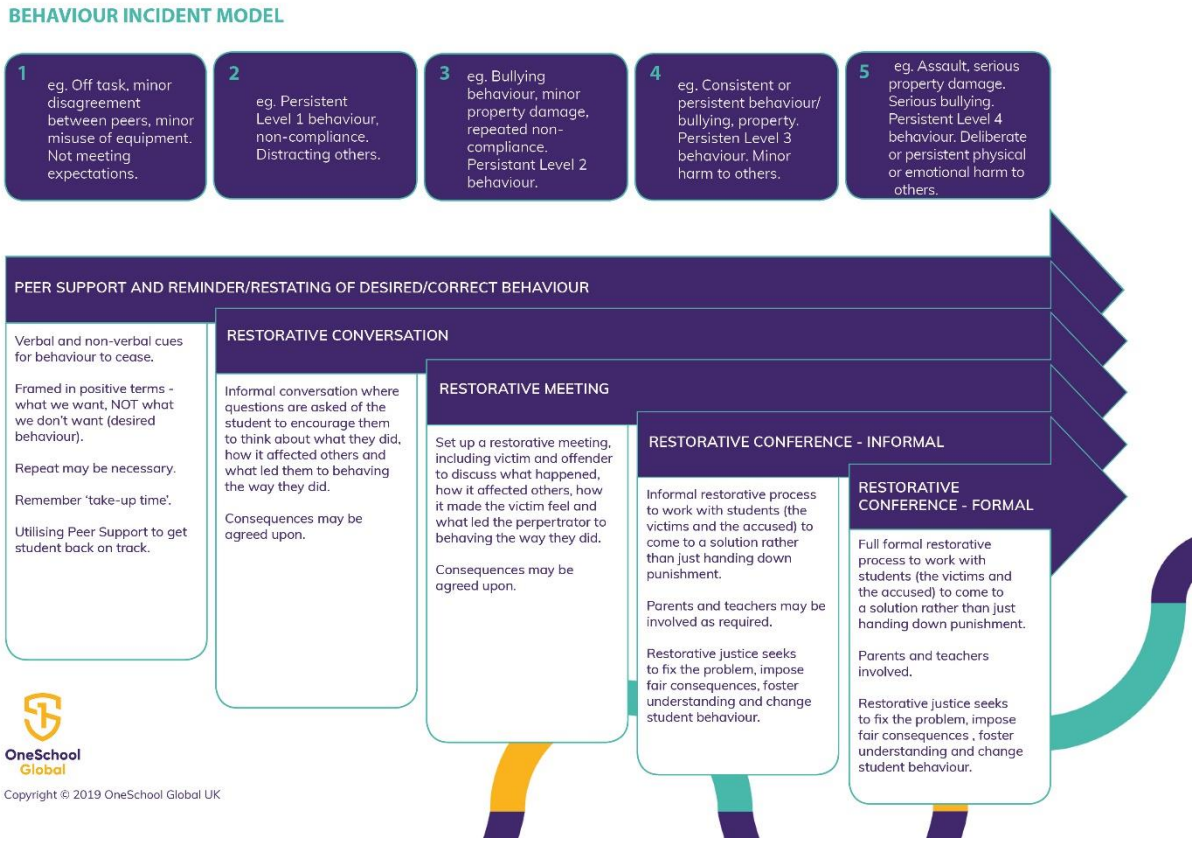
Behaviour Incident Model





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VERSION CONTROL

Policy Code	Date	Version No.	Nature of Change
QSC/5	20.08.19	5.1	Rebranded
QSC/5	26.11.20	5.2	Added section on serious misbehaviour and sanctions record Added appendix 6 as a format for retaining records for above Reference to the Student Search Policy
QSC/5	21.2.22	6	1.4 added to make explicit use of corporal punishment is forbidden.
QSC/5	17.5.22	6.1	6.1.9 added to clarify expectations about monitoring behaviour records for trends

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