



a revolutionary response to school

## Behaviour Management Policy

### Rationale

The ethos of the school is based on a personal responsibility model, *'know yourself, grow yourself and help others'*. Staff model positive behaviours and pupils are encouraged to treat others as they themselves would like to be treated. Pupils participate in creating school and class 'rules', based on democratic principles, which allow the community to co-exist harmoniously. Throughout the taught curriculum, individual and collaborative projects and social time pupils choose how they spend their time and how they interact with others. The school's aim of filling pupils' days with adventure, challenge, inspiration, laughter and friendship cannot be achieved through punitive methods of discipline, but we recognise that children will bring different attitudes and behaviours to the school and, in some cases, may behave in ways which are detrimental to others or themselves. Any challenging behaviour will be dealt with using the principles of restorative justice. The school takes all allegations of bullying extremely seriously and 'banter', 'hazing' or other forms of initiation activities will not be tolerated. In the most serious cases of misbehaviour the school reserves the right to exclude pupils on a temporary or permanent basis.

### Aims

- To fill pupils' days with adventure, challenge, inspiration, laughter and friendship
- To ensure that every pupil learns in a safe, calm, respectful, supportive and engaging environment
- To promote pupils' self-confidence, resilience, and emotional intelligence
- To provide a framework for staff, pupils and parents in order to positively manage pupils' behaviour
- To help pupils' achieve in all areas of their lives
- To ensure that any incidents of challenging behaviour are dealt with fairly

### Objectives

- To help pupils assume responsibility for their own happiness and accept responsibility for their contribution to the school and wider community
- To ensure that pupils understand the need to respect others and manage their own attitudes and behaviour
- To establish positive relationships based on mutual respect, honesty, trust and integrity
- To create an environment that encourages and reinforces positive behaviour, promotes self-discipline and defines acceptable standards of behaviour
- To work in partnership with families
- To apply restorative approaches where behaviour is seen to be detrimental to others or to the individual

## **Policy Requirement**

- All staff will follow the policy and ensure that incidents of positive and challenging behaviour are recorded as an incident of behaviour on the Backdrop digital recording system.

Staff will read the policy in conjunction with:

- DfE - Keeping Children Safe in Education (KCSIE) January 2021
- HM Government - Working Together to Safeguard Children December 2020
- DfE - The Prevent Strategy April 2021
- Equality Act 2010
- Safeguarding and Child Protection Policy
- Learning and Teaching Policy
- Computing Policy
- E-Safety Policy
- Staff Code of Conduct
- Special Educational Needs and Disability (SEND) Policy
- Exclusion Policy

## **Scope**

This policy applies to all staff members, proprietors, volunteers, current and prospective pupils and parents. This policy is available to all parents of pupils at the school.

## **Principles**

The school positively supports pupils with learning needs and ensures that no pupil is prevented from accessing the full curriculum. Where necessary the school will work with outside agencies to ensure that pupils have a positive educational experience.

The management of behaviour is based on a positive culture, with staff modelling effective communication and interactions. Relationships are based on mutual respect, trust and integrity. The school encourages positive engagement on the part of pupils so that they become confident, resilient, curious and resourceful learners with strong self-regulation tools.

Pupils decide on class agreements and help to uphold them with each other. Pupils reflect on their behaviour and decide what changes they can make.

The school does not use corporal punishment.

### **Class Agreements Monitors' Process**

- Staff will ensure that incidents of positive and challenging behaviour are recorded in the Class Agreements Book.
- The school Agreements Council Log Book will also be used to record meeting notes and the school agreements.

- The school's Agreements Monitors are pupils who rotate in the role weekly. Each class can nominate 2 class representatives to sit on the monitoring team to discuss sanctions to be applied when class agreements are broken.
- The Agreements Council will meet weekly and is when staff and pupils discuss and agree the collective agreements about behaviour that the school community expects from each other.
- The whole school meeting on Friday mornings is an opportunity for the school community to discuss behaviour which affects the whole community (such as in the playground at breaktimes) and decide on new agreements and sanctions to be applied if necessary.
- The Assistant Headteacher or Head of School will be the final decision maker with regard to any sanctions in response to particularly challenging behaviour, taking into consideration the discussions and recommendations of the Agreements Class Monitors, if appropriate.
- Each class will have a 30 minute Review and Reflect meeting twice a week where behaviour by pupils, positive or challenging, can be discussed and sanctions are given by class monitors if so decided..
- Staff can convene Emergency Meetings if required to discuss behaviour or incidents that cannot wait until the daily class meeting or weekly Agreements Council meeting.

#### **In the case of serious or repeated unacceptable behaviour by a pupil:**

- Incidents that involve acts of racial abuse, physical or verbal aggression, violence, swearing, or discrimination against a pupil or pupils who would be considered as belonging to a group of people with protected characteristics, will only be dealt with by adults in the school and sanctions decided on by the Behavioural Lead (Becci Gooding) and /or The Head of School.
- The Agreements Council is intended to be a forum for discussing individual incidents of a less serious nature. Should a pupil develop a pattern of repeated challenging behaviour, then the Agreements Council would cease to be the appropriate forum and therefore such behaviour would not be discussed or addressed by the Agreements Council. Instead, an Individual Behaviour Log (IBL – see Appendix 2) is commenced and used to record incidents of the behaviour and form the basis for discussions with the pupil and their parent/s as required. Depending on the severity and frequency of the behaviour a Positive Behaviour Support Plan may be implemented to provide structure for developing positive behaviour and supporting the pupil in addressing the root cause of their behaviour pattern by having certain targets to work to – see Appendix 2

#### **Staff Responsibilities**

- Understand that challenging behaviour is a message and a lack of social and communication skills contribute to challenging behaviour
- Ensure that every member of the school feels valued and respected
- Implement a positive approach to managing behaviour
- Work with pupils to change behaviour
- Teach/model positive new behaviours
- Implement a non-confrontational focus
- Understand that all pupils are different and respond in different ways
- Ensure that the support, management and tasks provided for pupils in lessons meet their needs

- Ensure that the school is safe for every pupil, free from bullying or harassment of any kind
- Reward positive behaviour
- Treat all pupils fairly
- Develop self-esteem , self-confidence and effective communication skills
- Involve pupils in shaping and promoting positive behaviours in school.
- Assist in the running of the School Agreements Council meetings to enable pupils to learn how to afford a fair trial to pupils who break the school agreements and also decide on fair sanction giving.

## **Pupils' Responsibilities**

- Treat others as you would like to be treated
- Learn to love learning
- Be honest
- Be courteous
- Be curious
- Be socially and culturally aware
- Reflect on your actions
- Understand your responsibility to yourself, to others and to the school
- Respect and value differences between people
- Engage in positive collaboration
- Listen to the views of others
- Be resilient and self-aware
- Use the school building and resources in an appropriate and respectful manner.
- Contribute to the Agreements Council Meeting where unwanted behaviour is discussed and sanctions are decided on by pupils (assisted by staff where necessary).

## **School Council Meetings**

Various school councils will be formed which will include nominated pupils and staff, these will form micro-communities responsible for various aspects of the running of the school. The 'Agreements Council' will be responsible for maintaining the formally agreed learning behaviours that all staff and pupils are expected to adhere to and have decided on together. The council will consider the impact of negative learning behaviours, such as the misuse of time or resources and come to a consensus of opinion with the pupils or staff involved. Vulnerable pupils or those with SEND will not be involved in this approach and every care will be taken to ensure that this does not lead to negative outcomes for the pupils.

## **Rewards and Consequences**

Rewards and consequences are part of real life, they are effective tools in managing behaviour, as such procedures are well balanced between rewards and consequences.

- **Praise** is a very powerful tool, praise from staff or from a peer has a positive impact on pupils but it should always be real and meaningful, pupils are quick to recognise comments which

do not fully reflect their efforts, attitudes or behaviour. Praise can be verbal, written (positive comments in books, notes home, praise postcards), exhibiting pupils' work in corridors or classrooms (this should not always be the best, work which demonstrates progress is often more valuable), using stickers, smiley faces etc.

- **Awards** are powerful especially if they recognise progress as well as overall achievement. The school gives put 'Community Awards' every Friday at the Whole School Meeting which recognises a particular value, learning power or quality seen in pupils (that was voted on the previous week by the pupils and staff democratically together, eg.respect, imagination, sportsmanship, perseverance).
- **Classroom management** should be used to prevent any potential issues, where necessary the use of verbal or non-verbal clues, instructions framed in positive terms what we want not what we don't want, reflection time either with the teacher or independently, seating plans, a personal aide memoire to remind pupils of what is to be done, scaffolding of tasks, differentiated work, peer or adult support, the careful management of group work, short term targets, easily accessible resources and personalised support can do much to prevent incidents.
- **Rewards** will be given in the form of special privileges awarded by the pupils and adults working in the school to each other, in recognition of kind and respectful behaviour. In younger classes, pupils can receive pom poms in jars for positive behaviour and showing they have demonstrated the learning powers and values of the school, such as respect, concentration and kindness to others. A certain number of pom poms can lead to taking up special favoured roles around the school or a treat. In Reception Class, pupils are given a small bell tied to a tag which rewards them for effort or good behaviour which they take home to parents to share in. In older classes, pupils are regularly rewarded by being recognised as 'Going Above and Beyond' and can choose a treat at the end of the week if they are awarded the title, or at anytime where they show special qualities the school is aiming to developing all pupils. Opportunities to lead on school council meetings or perform lead roles as part of the democratic practise of running various school council meetings will not be used as a reward for required behaviour.
- **School Ambassadors** – Each term, the pupil-voted 'School Ambassadors' are a group of pupils across all ages including Reception children, who are role models for positive behaviour across the school. They have special privileges and responsibilities to act as another layer of 'voice' for the pupil community. The role of Ambassador is highly respected and other pupils look up to these pupils with regard to their conduct and behaviour in school and towards others.
- **Sanctions** should match the level of inappropriate behaviour. One mistake is much less serious than repeated misdemeanours. We do not shout at pupils or otherwise demean them. We identify the unacceptable behaviour while making it clear that the pupil is still valued. The pupil should always reflect on his/her behaviour and identify why mistakes were made. They may be asked to apologise to others, to redo a piece of work, to lose some social time to complete an activity, if time was wasted during an independent activity the pupil or pupils may be required to be supervised by the teacher during the next lesson.
- **Repeated misbehaviour** should be recorded on an Individual Behaviour Log (IBL) and dealt with using a five-step process. IBLs will be kept within the pupils own personal file on Backdrop (digital platform) and will not form part of the school Agreements Council Log or and weekly meetings in class or by the whole school.

- **Step 1** following the guidance above. If there is no improvement,
  - **Step 2** escalate the sanction to the head of school/proprietor who may require any damaged equipment to be replaced, restorative measures to be carried out and/or a sanction implemented. At this stage the pupil may be given a Positive Behaviour Plan (PBP) with measurable targets for improvement – see Appendix 3.
  - **Step 3** for persistently challenging behaviour includes the involvement of parents, a Positive Behaviour Support Plan and review meetings. At this stage external help may be sought in the form of external agencies or trainers to better help support children and staff. This may be required at the expense of the parent if a one to one extra support is required for behavioural reasons.
  - If a child shows no effort to improve their behaviour and the support plan details repeated incidents of unacceptable behaviour or significant disruption to other pupil's learning for more than two consecutive days, the pupil will be asked to attend a catch-up session after school where they will complete school work for up to an hour in the supervision of a member of staff.
  - **Step 4** Should a pupil be required to attend more than two catch up sessions in a week, this will result in a one day temporary exclusion (sanctioned at the discretion of the Head of School).
  - **Step 5** If a pupil is excluded from school on a short term basis (1-3 days) on two separate occasions in a half term, the school reserves the right to make the parents of the pupil aware that the child's place is at risk of termination and / or the child may be permanently excluded, as the school may not have the resources to meet the behavioural needs of the pupil. The pupil will be given a set time to prove they can make the needed consistent improvement to their behaviour, with clear written targets provided, before a final decision is made about the placement long term.
  - Persistently challenging behaviour can result in temporary or permanent exclusion through the above process.
  - Where behaviour indicates that a pupil is suffering or likely to suffer significant harm the Safeguarding and Child Protection Policy will be followed. The designated safeguarding lead (DSL) will decide if incidents are dealt with under the Behaviour Management Policy, E-safety and/or Safeguarding and Child Protection Policy. Any incidents involving serious bullying, hazing, banter or peer-on-peer abuse will result in all parties being deemed to be at risk.
- **Exclusion**, please see the Exclusion Policy. Exclusions are used in cases of violence towards another child or adult, racist verbal abuse, sustained bullying, frequent high level disruption (without a successful resolve through the Behavioural Support Plan process), extreme non-compliance or disrespect, drug or alcohol abuse, misuse of social media or other forms of abuse. Short term exclusion will not exceed three days, parents will be asked to attend a reintegration meeting and a Positive Behaviour Support Plan, if not already in place, will be agreed. This will be followed up with weekly reviews.
  - **Reasonable Force**, the school does not use force or physical restraint towards pupils other than in very specific circumstances, i.e. when not acting to restrain a pupil would put them or another at risk or increased risk of injury or death. Touching or attempting to physically move

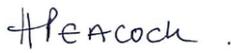
a distressed child may well worsen the situation, it is better to speak calmly and attempt to reason with the child. If a pupil will not do what a teacher asks them to and is becoming emotionally uncontained or otherwise distressed, the class will be removed from the situation and the pupil will be observed from a distance to ensure that they are safe. Once the pupil is calm staff will deal with the incident. If a pupil's behaviour is deemed unsafe, for example; they are attempting to remove themselves from school supervision (whether attempting to leave the school premises or while away from school premises during an offsite visit), or is engaging in behaviour or an activity which puts them and/or others at risk, for example trying to climb over the glass safety barrier surrounding the Upper Piazza balcony balustrade, then staff may use reasonable restraint or force to ensure the safety of the child and others. According to Section 93 of the Education and Inspections Act 2006, all members of school staff have a legal power to use reasonable force. In deciding what constitutes a serious incident, staff will be provided with training and guidance on the use of reasonable force and will use their professional judgement to consider the:

- pupil's behaviour and the level of risk presented at the time of the incident
  - degree of force used
  - effect on the pupil or member of staff
  - pupil's age.
- **Punishment**, the school does not use corporal punishment and staff are asked not to touch pupils in a positive or negative way.
  - The school reserves the right to search pupil's personal property on suspicion of being in possession of illegal material, weapons or on suspicion of stealing.
  - **Allegations against staff**, will be treated seriously and investigated thoroughly. Disciplinary action against pupils who are found to have made malicious accusations against staff will be taken using the process laid out above.
  - Under the Equality Act 2010, with reference to pupils with special educational needs / disabilities, reasonable adjustments to processes within this policy will be made for these pupils and any pupils with protected characteristics. These are made on an individual basis where required and will take in to account any supporting plans the pupil may have i.e. EHCP
  - **Support (victim support)** will be given to any pupil or staff affected by the behaviour of another individual. This support will be made on an individual basis depending on the how the pupil or staff have been affected and may include some form of counselling made available to them. Staff also have access to an externally run Employee Assistance Programme (EAP) which they can access 24/7 confidentially.

### Monitoring of process

- To ensure the effectiveness of these processes they will be reviewed at least once every half term by the Senior Leadership Team or earlier if required. This will be done by reviewing the records taken and discussing if any further processes need to be put in to place.

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1.0	Initial Release	H Peacock	January 2020
1.1	Agreement Council Process added, including BIF, IBL, and PBP forms added. Minor formatting changes. Enhanced document control.	D Hearn	01/07/2020
1.2	Amended wording regarding use of reasonable force and punishment.	D Hearn	14/07/2020
1.3	Support systems added, Equality Act 2010 duties included, monitoring of processes added, and disciplinary action for pupils who make malicious accusations against staff.	Danni Hayes	28/04/2021

## **Appendix 1 - Pupil Behavioural Support Plan – weekly record**

**To be added**