



Behaviour Policy.VI.I

<u>Last reviewed:</u>	<u>August 2021</u>
<u>Next review date:</u>	<u>August 2022</u>
<u>Written by:</u>	<u>Jadie Wardle</u>

Behaviour policy and statement of behaviour principles

Contents

1. Aims
 2. Legislation and statutory guidance
 3. Definitions
 4. Bullying
 5. Roles and responsibilities
 6. Pupil code of conduct
 7. Rewards and sanctions
 8. Behaviour management
 9. Training
 10. Monitoring arrangements
 11. Links with other policies
- Covid Behaviour Addendum
- Appendix 1: written statement of behaviour principles
- Appendix 2: staff training log
- Appendix 3: behaviour log

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the learning community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

3. Definitions

Clover Learning Community understands that all behaviour is communication, and challenging behaviour, more often than not, is displayed when a person is feeling vulnerable, uncertain or unable to find the language to express their feelings. At its core, Clover Learning Community has all young people's self-esteem and wellbeing as priority. If a young person is struggling with their sense of self, they are unable to learn and achieve well for themselves.

Staff ensure a small and nurturing environment that is conducive to students' learning. Each students' day starts with a look at the day ahead in order for students and staff to establish expectations and what positive outcomes will look like together. These starts also provide staff the opportunity to assess student mood so learning can be adapted if need be.

At Clover Learning Community, we operate a culture that promotes high aspirations of what each individual can achieve, self-reflection, self-regulation, and resilience. Within this environment, it is expected students move forward positively behaving in a way that keeps themselves and others safe, happy, ready to learn and achieve.

Staff know that rewarding positive behaviour is essential to maintain high levels of self-esteem in students. We operate a positive behaviour system that allows students to build up credits that they can use to receive rewards of their choice at the end of each half term. Respectively, negative behaviours are dealt with and fitting sanctions put in place.

Students take part in a debrief at the end of the day with their key workers. Here both positive and negative behaviours are reflected upon, so students are prepared to move forward positively the next day they are in attendance at Clover Learning Community.

Staff at Clover Learning Community know that well planned, scaffolded and engaging lessons that suitably challenge students and allows them self-management of their own learning fuel positive behaviours and limit negative behaviours. Staff work in collaboration with students to ensure that lessons follow a clear set format that makes transparent each step of the lesson and the expected learning outcomes to students, so they are placed to follow this clear, set routine. When problems occur, staff will deal with the matter in a firm, consistent and fair way. Staff record all examples of positive and negative behaviours and these records are passed onto the pastoral lead for monitoring and evaluation.

Positive behaviour is defined as:

- Punctuality
- A positive attitude to learning
- Self-regulation during unstructured times
- A willingness to help others within the learning community
- A respectful attitude towards others
- Ability to self-reflect and recognise praise

Negative behaviour is defined as:

- Disruption in lessons, between lessons, and at break and lunchtimes that hinders the wellbeing, happiness and safety of others and self
- Unwillingness to engage in the learning process
- Poor attitude towards others and self

Serious misbehaviour is defined as:

- Repeated breaches of the provision rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking **in unpermitted places**
- Making false allegations about other students or staff
- Racist, sexist, homophobic or discriminatory behaviour
- Cyber crime
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our provision's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

The Head of Centre

The head of centre is responsible for reviewing and approving this behaviour policy.

The head of centre will ensure that the learning environment encourages positive behaviour and that staff deal effectively with negative behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students (students will have a behaviour plan in place from the start of their placement)
- Recording behaviour incidents (see appendix 3 for a behaviour log)

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

Commissioners

Commissioners are expected to:

- Support students in adhering to the student code of conduct at Clover Learning Community

- Inform Clover Learning Community of any changes in circumstances that may affect students' behaviour
- Discuss any behavioural concerns with learning mentors and keyworkers promptly

6. Student code of conduct

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In learning sessions, make it possible for all students to learn
- Move sensibly when moving around the site
- Treat the buildings and learning community's property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the learning community into disrepute

7. Rewards and sanctions

List of rewards and sanctions

Examples of positive behaviours:

positive behaviour	credit value:	recording:	admin:
Punctual arrival (depending on a pattern of regular attendance)	5	Engagement point	• Engagement data
Ready to learn	5	Engagement point	• Engagement data
Perseverance throughout a lesson	5	Engagement point	• Engagement data
Ability to say what they have done well in relation to the expected learning outcome and what they can do to achieve the next step	5	Engagement point	• Engagement data
Self-regulated behaviour during unstructured times	4	Engagement point	• Engagement data
Helpful towards other students and staff in the provision	4	positive behaviour log	• key worker and student to sign • Pastoral Lead to log
Respectful of the opinions of others	3	positive behaviour log	• key worker and student to sign • Pastoral Lead to log
Ability to self-reflect and recognise praise	3	positive behaviour log	• key worker and student to sign • Pastoral Lead to log
Ability to self-reflect and discuss sanctions for negative behaviour in a positive way	3	positive behaviour log	• key worker and student to sign • Pastoral Lead to log

Examples of negative behaviours and their sanctions:

negative behaviour:	sanction:	recording:	admin:
Late arrival on several days	<ul style="list-style-type: none"> Daily meetings with Pastoral Lead 	Attendance register Attendance concern	Logged by pastoral lead
Late arrival – one day	<ul style="list-style-type: none"> Discussion with key worker 	Attendance register	Logged by pastoral lead
Unwilling to address a lesson's start	<ul style="list-style-type: none"> Discussion with keyworker 	Engagement negative	Engagement data
Lack of engagement in the learning process	<ul style="list-style-type: none"> 3 warning process Removal from lesson – meeting with Pastoral lead 	Engagement negative	Engagement data
Refusal to engage in a lesson's self-assessment stage	<ul style="list-style-type: none"> Discussion with key worker 	Engagement negative	Engagement data
Disruptive behaviour to self / or others during unstructured times	<ul style="list-style-type: none"> Immediate discussion with key worker 	Negative behaviour report	Logged by pastoral lead
Unhelpful attitude towards other students and staff	<ul style="list-style-type: none"> Discussion with key worker 	Negative behaviour report	Logged by pastoral lead
Disrespectful to the opinions of others	<ul style="list-style-type: none"> Discussion with key worker Apology to those affected 	Negative behaviour report	Logged by pastoral lead
Inability/unwillingness to self-reflect and decide on sanctions for displays of negative behaviour	<ul style="list-style-type: none"> Discussion with key worker to find ways forward 	Negative behaviour report	Logged by pastoral lead
Behaviour that puts self at risk	<ul style="list-style-type: none"> Meeting with parents and pastoral lead to find ways forward Possible exclusion 	Negative behaviour report Exclusion report	Logged by pastoral lead
Behaviour that puts others at risk	<ul style="list-style-type: none"> Meeting with parents and pastoral lead to find ways forward Possible exclusion 	Negative behaviour report Exclusion report	Logged by pastoral lead
Damage to property within the learning community	<ul style="list-style-type: none"> Meeting with parents and pastoral lead to find ways forward Possible exclusion Charge for damage 	Negative behaviour report Exclusion report	Logged by pastoral lead
Making a false allegation against another student or staff member	<ul style="list-style-type: none"> Meeting with parents and Head of Centre Fixed term exclusion from provision 	Exclusion report	Logged by Head of Centre

Bullying	<ul style="list-style-type: none"> • Meeting with parents and directors • Fixed term exclusion (if applicable) 	Negative behaviour report Exclusion report	Logged by Head of Centre
Repeated breach of provision rules	<ul style="list-style-type: none"> • Fixed term exclusion • Return to provision meeting with parents and commissioners 	Exclusion report	Logged by Head of Centre

We may use student removal in response to serious or persistent breaches of this policy.

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the learning community, such as on an educational visit.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the head of centre will discipline the student in accordance with this policy.

Please refer to our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse.

The head of centre will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Physical restraint

In some circumstances, staff who have had restraint training may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible – always using restraint approaches specified by CPI training
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to commissioners and parents (see appendix 3 for a behaviour log)
- Be recorded in the bound and numbered book

Confiscation

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

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

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

Student support

Clover Learning Community recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and in conjunction with commissioners and parents plan support programmes for that child.

9. Training

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

Behaviour management will also form part of continuing professional development and all training recorded in the training log.

10. Monitoring arrangements

This behaviour policy will be reviewed by the head of centre every academic year. At each review, the policy will be approved by the board of directors and head of centre.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the board of directors every academic year.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Health and Safety policy
- Anti-bullying policy

Appendix 1: Written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- Students are supported in taking responsibility for their actions and understanding the sanctions applied
- Commissioners and families are involved in behaviour incidents, where appropriate, to foster good relationships between the provision and pupils' home life

Clover Learning Community's board of directors also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the board of directors every academic year.

Appendix 2: Staff log

Training received	
Date completed	
Trainer/training organisation	
Trainer's signature	
Staff member's signature	
Suggested review date	

Appendix 3: Behaviour log

Student's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before the learning day, after the learning day, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
FOR OFFICE USE ONLY	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, commissioners, parents, police):	