



# Behaviour Policy.VI.7

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<u>Written by:</u>	<u>Jadie Wardle</u>

## **Behaviour policy and statement of behaviour principles**

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## 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 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
- 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
- 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

Clover Learning Community hold daily morning meetings where positive behaviours are reinforced so all students start their day on a positive note.

A positive reward system is operated throughout each learning session. Students are responsible for gaining their points in each lesson and handing them to their keyworker at the end of each day to be recorded. Points are given from 3 to 0 for performance in lessons.

Point system:	
<b>3 points =</b>	<ul style="list-style-type: none"> <li>• Get to lesson on time</li> <li>• Ready to learn</li> <li>• Tries your best throughout lesson and completes work to best of your ability</li> </ul>
<b>2 points =</b>	<ul style="list-style-type: none"> <li>• Attended lesson</li> <li>• Worked well with prompts</li> <li>• Completes some work</li> </ul>
<b>1 point =</b>	<ul style="list-style-type: none"> <li>• Attends lesson</li> <li>• Completes limited work</li> </ul>
<b>0 points =</b>	<ul style="list-style-type: none"> <li>• Rejected own learning</li> <li>• Disrupted learning for others</li> </ul>

### Examples of negative behaviours and their sanctions:

Examples of negative behaviour are: persistent lateness to provision / lessons, persistent lack of engagement during learning sessions, persistent disruption of others' learning during learning sessions, behaviour that puts others and self at risk, damage to the property of Clover Learning Community, making a false allegation against another student or staff member, bullying, sexual violence / harassment, and repeated breach of provision rules (no vaping in the building, disruption in lessons, multiple occupancy of toilets, using mobile phones during lessons).

Clover Learning Community operates a behaviour stage system as follows:

STAGE 1 – Arrival/Probation (max 6 sessions)	<p>Evidence that:</p> <ul style="list-style-type: none"> <li>• You have understood the basic requirements of Clover Learning</li> <li>• You have made an effort to settle</li> </ul>
STAGE 2 – Secure/Safe	<p>Evidence that:</p> <ul style="list-style-type: none"> <li>• You usually follow Clover’s basic requirements.</li> <li>• You are usually co-operative and friendly.</li> <li>• You are usually respectful of other community members.</li> <li>• You usually contribute positively to the learning opportunities</li> </ul>
STAGE 3 – Vulnerable/At Risk (max 12 sessions)	<p>Evidence that:</p> <ul style="list-style-type: none"> <li>• You often ignore Clover basic requirements.</li> <li>• You are often non-co-operative.</li> <li>• You are often disrespectful.</li> <li>• You are often involved in conflict with others</li> </ul>
STAGE 4 – High Risk/ Final Warning (max 6 sessions)	<p>Evidence that:</p> <ul style="list-style-type: none"> <li>• You have not responded positively to being on stage 3.</li> <li>• Your behavior is unstable and having a negative effect on the Clover atmosphere.</li> </ul>
STAGE 5 – Placement Termination	<ul style="list-style-type: none"> <li>• Either – No positive response to stage 4</li> <li>• Or – An example of serious anti-social/ dangerous behavior (not related to your Placement Status)</li> </ul>

This staged system allows us to communicate clearly to students ‘where they are at’ and why they are staged where they are. It also allows Clover Learning Community to communicate with commissioners regarding their referred students and the stages that they are at, and the behaviours that have resulted in the stage placement; and, allowing the provision and commissioner to work together to address the behaviours being presented.

Additionally, commissioners will know in a timely manner if exclusions are needed or the termination of a student’s placement at Clover Learning Community – which can then be actioned by the Head of the commissioning school.

Clover Learning Community adhere to the law and know that: Only the headteacher of a school can suspend or permanently exclude a student on disciplinary grounds. A student may be suspended

for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

It is important that during a suspension (that will only be issued on the permission of the head teacher of the commissioning school), students still receive their education. Headteachers should take steps to ensure that work is set and marked for students during the first five school days of a suspension.

Telling or forcing a student to leave school, or not allowing them to attend school, is a suspension (if temporary) or permanent exclusion (if permanent). Whenever a student is made to leave school, or forbidden from attending school, on disciplinary grounds, this must be done in accordance with the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and with regard to relevant parts of this guidance. 18. Suspending a student for a short period of time, such as half a day, is permissible, however, the formal suspension process must be followed. Each disciplinary suspension and permanent exclusion must be confirmed to the parents in writing with notice of the reasons for the suspension or permanent exclusion.

If a student is excluded from Clover Learning Community on instruction from the commissioning Head Teacher, Clover Learning Community will ensure work is sent to the student for these periods.

If students are to be sent home during the learning day for negatives behaviours, authorisation will be sought from the commissioners who will also arrange the necessary transport. Before any student is sent home, Clover Learning Community will contact parents / carers to ensure a trusted adult will be at home and it is safe for the student to return home.

Any students who have had an exclusion from a learning day at Clover Learning Community will have a re-integration meeting on their return. The purpose of the re-integration meeting is to ensure that the student knows the reason for the exclusion, that 'today is a new day' and identify effective strategies a student may use so they do not repeat the negative behaviour. Commissioning schools and parents are expected to attend the re-integration meeting at Clover Learning Community.

#### 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

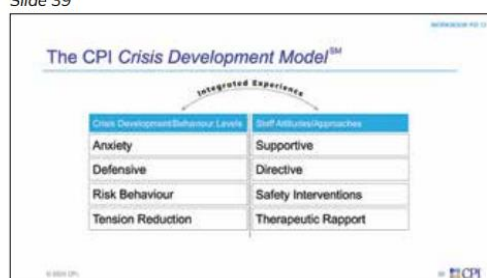


- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## De-escalation Techniques

All staff at Clover Learning Community are in receipt of Crisis Prevention Institute (CPI) Safety Intervention training. The main focus of this training is understanding how to recognise signs of growing anxiety in a student and using the appropriate verbal, paraverbal and non-verbal strategies to de-escalate students' anxieties at the lower level of disengaged behaviours. Staff at Clover Learning Community follow the CPI model below:

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## Physical restraint

In some circumstances, staff who have had CPI safety intervention (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 and on a yearly basis at the start of each academic year.

Clover Learning Community use Crisis Prevention Institute's Safety Intervention (Young People and Children) training. The core of this training is to educate staff that all behaviour is communication of need. Staff are taught to recognise the need being communicated in the negative behaviour, apply supportive (trauma informed) strategies during exhibits of negative behaviour; and use directive approaches if students exhibit risk taking behaviours so as to de-escalate the negative behaviours. Staff are trained to use CPI safety interventions if students' risky behaviours escalate and restraint needs to be used.

Staff are trained to effectively re-establish therapeutic rapport with students after any incident where staff have had to intervene to de-escalate negative behaviours exhibited by students.

## **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

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

### Appendix 3: Behaviour log

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



## Behaviour Contract

At Clover learning Community, there is an expectation that all students conduct themselves in a way that creates a safe and pleasant environment for all. This is achieved through making positive behaviour choices rather than negative choices.

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, the building and others' property

Positive behaviours will be rewarded, and negative behaviours will be dealt with accordingly (please see list of rewards and sanctions).

Clover Learning Community will not tolerate any form of serious misbehaviour. Incidents of serious misbehaviour may lead to your placement at Clover Learning Community being terminated.

Serious misbehaviour is defined as:

- Repeated breaches of Clover Learning Community's rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- 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)

## 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
- Treat other students' property with respect
- Know that any outside equipment brought into the provision is at your own risk
- Accept sanctions when given
- Refrain from behaving in a way that brings the learning community into disrepute both on-site and off-site.

Please sign below to accept the terms of this behaviour contract.

**Signed:** \_\_\_\_\_

**(print name)** \_\_\_\_\_

**Date:** \_\_\_\_\_

