



## School Behaviour Management Policy

Written by Elaine Crabtree Vice Principal: 09 October 2022

Next Review Date: October 2023



## **Aims**

The Behaviour Management Policy promotes an ethos of collective responsibility for the successful management of behaviour for learning. We aim to create a safe, stimulating classroom environment built upon an ethos of high expectations and unconditional positive regard for each other. We wish to provide an environment where students are mutually respectful, tolerant and supportive of each other.

## **Legislation and statutory requirements**

This policy takes account of the following legislation:

- The Education Act 2011
- SEND Code of Practice 2015
- Department of Education (DFE) guidance January 2016 “Behaviour and discipline in Schools – Advice for head teachers and school staff”
- Technical Guidance for Schools in England (Equalities Act)
- DFE Behaviour and discipline in schools
- DFE Searching, screening and confiscation at school
- DFE Use of reasonable force in schools
- DFE Supporting students with medical conditions at school
- Section 175 of the Education Act 2002, which outlines a school’s duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students’ property
- DfE guidance that schools should publish their behaviour policy and antibullying strategy online

This policy should be read in conjunction with the following school policies and guidance documents:

- Anti-bullying Policy
- Safeguarding Policy
- Staff Code of Conduct
- Teaching & Learning Policy
- First Aid Policy
- Online Safety Policy



## **Rationale**

The Behaviour Policy is a system that seeks to promote high expectations of all students in order to achieve the vision of being a great school. In its implementation of this policy LMI acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs and disabilities (SEND). LMI recognises all students as individuals with unique strengths, abilities and needs. We strive to ensure a student-centred and inclusive approach that supports students to learn, to understand, to manage and improve their own behaviour and to build positive relationships with adults and other students. We aim to prepare our students for adulthood, understanding how to behave and interact in the wider world.

## **Roles and responsibilities:**

Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. There is no legal definition of Bullying, DfE defines bullying as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
  - teasing
  - making threats
  - name calling
  - cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)
- At LMI we all have shared responsibility for the positive behaviour management for all of our students.

**The Senior Leadership Team:** The SLT is responsible for reviewing and communicating this behaviour policy.

The SLT and SENCO will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The SLT and SENCO/School Psychologist are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing guidance and support, when requested, to behavioural needs of students
- Providing guidance and support, when requested, to class teams or individual members of 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
- Maintenance of Individual Educational Plans and associated Risk Assessments
- Recording of behaviour incidents



### **Parents/Carers:**

- Support their child in adhering to the school's behaviour expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### **Students are expected to:**

At LMI we expect all our students to:

- Be Kind, Be Safe, Be Respectful, Be Hardworking
- Have good attendance.
- Be polite, respectful and have appropriate manners.
- Follow the instructions of adults.
- Take pride in their learning.
- Try their best at all times.

### **Classroom management**

To support all our students to achieve the best possible outcomes all staff will provide:

- A safe, predictable environment that promotes consistent routines, boundaries and expectations
- A warm, calm and orderly atmosphere that promotes a sense of community
- A climate of mutual respect between all staff, students and visitors within school and the wider community
- Effective partnerships with parents / carers and other agencies to support the welfare and behaviour management of their child; working together to identify reasons for any difficult behaviours and planning strategies to support positive changes to behaviour.
- A focus on celebrating, modelling, promoting and positively reinforcing good behaviour
- An appropriate curriculum with carefully planned learning opportunities
- A focus on developing students' social communication and emotional regulation
- Access to personalised learning opportunities, where appropriate, to promote emotional well-being and social, emotional development
- An appropriate learning environment which considers and supports students' communication and sensory needs.
- Effective positive behaviour management: to include specific training relating to different behavioural strategies and interventions.

### **Rewards and sanctions**

At LMI we consider that praise and rewards are important, and should have a considerable emphasis in school, giving students recognition for their positive contribution to school life. It is expected that good standards of behaviour will be encouraged through consistent application of our school values and rules, supported by a balanced contribution of rewards and consequences within a constructive school ethos. It is important to maintain consistency in the application of our rewards. At LMI we use Merit Cards to record Merits. Demerits are recorded by the SENCO/School Psychologist and followed up with personal interviews leading to interventions. It is also important that the students themselves become accountable for the management of their own behaviour.



### **List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Merits leading to awards
- Letters or phone calls home to parents/carers
- Special responsibilities / privileges
- Postcards home
- Certificates in reward assemblies

### **Student support**

The school 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. The school's SENCO/School Psychologist and Senior Leadership team will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. 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.

### **Individual Education Plans (IEP)**

Individual Education Plans are put in place for students who are struggling to manage their own emotions or behaviours. They are written and reviewed termly with parents/carers input. Information recorded in the IEP helps staff to identify triggers or antecedents in order to reduce the risk of further incidents of significant behaviour. Staff with input from parents/carers, agree on the most effective strategies to help deescalate a situation or incidents as it occurs.

#### **Aims of the IEP;**

- To ensure the safety of student and others at all times.
  - To maintain the dignity of the student at all times.
  - To ensure that student is aware of what behaviours are acceptable and unacceptable, and the consequences of each.
  - To decrease incidents of aggressive behaviour, directed towards student
  - To provide consistent management of student's behaviour.
- To advise teachers of teaching strategies.

### **Unacceptable Behaviour:**

Staff at LMI use the Demerits system through the SENCO/School Psychologist in response to unacceptable behaviour. The SENCO/School Psychologist and SLT will then assess the situation, intervening when they see too many demerits recorded. Interventions may be:

- A verbal reprimand
- Supporting a student to have time out of class
- Expecting work to be completed at break or lunchtime
- Loss of break time or lunchtime for Reflection time.



- Referring the student to a senior member of staff
- Letters or phone calls home to parents/carers
- Agreeing on/to behaviour contract
- Putting a student on a report card

### **Physical restraint**

In some circumstances, staff 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
- 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 parents/carers
- Followed up with restorative practice – discussion, reflection and strategies to prevent a reoccurrence

### **Searching and Confiscation**

There are two sets of legal provisions which enable school staff to search and confiscate items from students:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances.

2. Power to search without consent for prohibited items: These can include:

- Alcohol
- Animals
- Laser Pens
- Illegal substances - Drugs, Drugs Paraphernalia, psychoactive substances (NPS), legal highs - or designer drugs
- Weapons (including knives, BB guns, sharp objects)
- Any item brought into school or used with the intention of causing harm.
- Stolen items
- 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 any student.

### **Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on transport on the way to or from school. Disciplinary powers can be used to address student's conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to



regulate students' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or centre. Where behavioural incidents outside school are reported to school staff, it will be investigated and acted upon. Students involved will be supported to provide their version of events. Families will be contacted. The Principal will consider whether it is appropriate to notify other agencies such as Social Care and/or the Police.

### **Student transition**

To ensure a smooth transition to the next year or to the school, students have transition sessions with the SENCO/School Psychologist. To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues will be transferred to relevant staff. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

### **Malicious allegations**

Parents/Carers and students have a right to complain about actions taken by school staff. This might include the use of force. If a specific allegation of abuse is made against a member of staff, then the school will follow the guidance set out in the 'Managing allegations against staff'. The Principal will also consider the wellbeing needs of staff accused of misconduct.

### **Training**

Our staff are provided with training on managing behaviour as part of their induction process. Refresher training will be provided at regular intervals. Behaviour management will also form part of continuing professional development.

### **Quality Assurance**

Compliance with this policy will be subject to regular quality assurance. This behaviour policy will be reviewed by the SLT every year. The staff workforce will be consulted at each review period to ensure the behaviour policy continues to meet the needs of the whole school community.

**Exclusion will occur if there has been a serious threat to the safety of students, staff and property or illegal activity.**

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## **Appendix 1**

### **Behaviour Recording and Monitoring GDPR Statement**

The General Data Protection Regulation (GDPR) is a legal framework that sets guidelines for the collection and processing of personal information of individuals within the European Union (EU). It requires us to keep significant incident reports 75 years from the student's date of birth.

#### **Significant Incidents**

Significant incident forms are to record significant incidents that have meant that staff have had to intervene to prevent the behaviour from escalating and to keep everyone safe. The incident forms can be used to provide data for external agencies. Significant Incidents are all recorded on Google Drive.

A significant incident form should be completed when any of the following has taken place:

- Restrictive Physical Intervention (RPI),
- Damage to property
- Danger to others (e.g. an assault a member of staff or student),
- Committing (or intending to commit) a criminal offence (e.g. picked up an object to use as a weapon)
- Danger to self (e.g. Self- Harm)
- Severe disruption to good order and discipline (e.g. a student has absconded and left school premises).

#### **Behaviour Tracker/ Application**

Using the Demerits app allows staff to track and record behaviour accurately, allowing us to identify any patterns or changes in student's behaviour to share with parents/carers. It can also help to identify and prioritise students for intervention and support. Examples of Behaviours would be;

- Provoking others (with intent)
- Direct Swearing
- Persistent defiance / refusal
- Destructive behaviours
- Persistent disruption to learning
- Bullying
- An act of Discrimination (Including language which prejudices against others e.g. racism, sexism, homophobia, transphobia or disability related)
- Internal Truancy
- Demand / work avoidance
- Self-harming behaviours
- Zero tolerance of others
- Indirect Swearing
- Theft
- Touching staff / students
- Physical aggression



