

**Behaviour policy and
statement of behaviour principles**



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1. Aims

This behaviour policy links to other centre policies and documents including:

Special Educational Needs

The Home- Centre Agreement

Safeguarding and child protection policy

Educational Visits Policy

It makes reference to DfE statutory guidance and documents that should be read alongside this policy. These include

The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

The Education and Inspections Act 2006

Preventing and Tackling Bullying.

Advice for Head Teachers, staff and governing bodies

The DfE and ACPO Drug Advice for Schools

Use of Reasonable Force

Behaviour and Discipline in Schools

DfE Screening,

Searching and Confiscation

Ensuring Good Behaviour in Schools

DfE Dealing with allegations of abuse against teachers and other staff.

This behaviour policy is published on the Centre's website and copies are also available on request. These can be obtained from the Centre's main reception. All stakeholders have high expectations and encourage our children and staff to be outstanding and shine.

All staff have a corporate responsibility to providing a safe, happy and stimulating environment for all children in our care where good behaviour is the only acceptable behaviour. This is achieved through quality teaching/mentoring, praise, reward and a system of upheld Centre values.

Our policy is based on the belief that:

Good behaviour is not automatically learned but needs to be taught and supported by parents.

Classroom behaviour can change and that we as teachers/mentors can assist children to manage their behaviour more effectively.

This policy aims to:

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

2. Legislation and statutory requirements

ISP Polar Re-start Centre does not aim to be a school but rather a Re-start Centre where pupils can re-engage with their educational journey following a move of placement or following an exclusion or long term absence from school. In order to comply with OFSTED regulations, we use the regulations set out by the DfE for schools.

Therefore, our Centre policy is based 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](#).

- 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

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school 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
 - Inappropriate Mobile phone use including “up skirting”
 - 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 or difficult to defend against
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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, up skirting.
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 Centre's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Centre Manager to account for its implementation.

5.2 The Centre Manager

The Centre Manager is responsible for reviewing and approving this behaviour policy.

The Centre Manager will ensure that the Centre 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.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents (see appendix 3 for a behaviour log)

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

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the Centre of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher/mentor promptly

6. Pupil code of conduct

At ISP Polar Re Start Centre we believe all pupils have responsibility for their own actions.

Supporting our pupils to make choices and to understand that they must take responsibility for their own actions is an important part of their learning. It supports the Centre's aim that our pupils leave the ISP Polar Re start Centre respectful of, and as positive contributors to, their communities and their peers.

At the ISP Polar Re start Centre pupils are responsible for ensuring that they understand the Centre's rules, behave appropriately and fully understand the consequences and rewards resulting from the decisions and actions they take.

Centre rules and Codes of Conduct are clearly communicated and displayed, and all pupils are asked to sign the Centre's Home Centre Agreement (HCA) alongside their parents/carers.

Where there are instances of inappropriate behaviour, pupils will always be warned about the consequences of their choice – whether to continue in the behaviour or to take an alternative course of action (where required this will be clearly explained). This allows pupils to make an informed choice and to take responsibility

Pupils are expected to:

Show respect to members of staff and each other

- In class, ensure that their behaviour does not disrupt the learning of others
- Move quietly around the Centre
- Treat the Centre buildings and Centre property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the ISP Polar Re Start Centre into disrepute, including when outside the centre.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Certificates / Incentives
- Phone calls home to parents/carers
- Special responsibilities/privileges

The Centre may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal correction
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report' or an individual programme of support

During lessons pupils may be sent to a quiet area away from class if they are disruptive, they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention will have this detention time deferred to another appropriate time

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the centre, such as on an educational trip or on the bus on the way to or from the Centre.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Centre Manager will discipline the pupil 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 Centre Manager will also consider the pastoral needs of staff accused of misconduct.

Unfounded malicious allegations against a member of staff:

Where a pupil makes an unfounded malicious allegation against a member of staff, the pupil will be either internally or externally excluded. The terms of the exclusion will depend on the nature and seriousness of the allegation. Some pupils may also need to be referred to an Educational Psychologist for assessment. This does not affect the Centre's responsibilities in relation to safeguarding.

Allegations of abuse must be taken seriously, and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.

Suspension will not be used as an automatic response when an allegation has been reported.

Disciplinary measures: The range of disciplinary measures the Centre uses will be clearly communicated to Centre staff, pupils and parents. .

8. Behaviour management

8.1 Classroom management

Teaching and Mentoring staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- 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

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil 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 (see attached form for body map and incident report)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

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

8.4 Pupil support

The Centre recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be shared with the new identified educational provision at the end of the programme. Information on behaviour issues will also be shared with schools where a pupil is returning to their school following an exclusion.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. All staff are trained in de-escalation techniques and follow the PRICE guidelines.

Behaviour management will form part of continuing professional development.

Staff training and professional development is monitored through the Centre Manager Lisa Mannings

11. Monitoring arrangements

This behaviour policy will be reviewed by the Centre Manager and Governing Body each Year.

12. Links with other policies

This behaviour policy is closely linked to the Safeguarding policy which is underpinned by the [Keeping Children Safe in Education 2020](#) legislation and KCSIE 2021 amendments.

Appendix 1: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils 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 pupils and staff

Exclusions will only be used as a last resort, Appendix 2 outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the Centre and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Exclusion

The Government supports Head teachers/Centre Managers in using exclusion as a sanction where it is warranted. At ISP Polar Re start Centre exclusion will be avoided wherever possible with early intervention made to identify and address underlying causes of disruptive behaviour as soon as possible.

The Centre Manager decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole Centre community.

The Centre Community will take account of any contributing factors identified after an incident of poor behaviour has occurred.

For example: if a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

The ISP Polar Re start Centre supports those pupils who have received a Fixed term exclusion: Therefore, exclusion from the centre is very unlikely and would only be warranted in the most serious of cases.

In a mainstream or independent school, a pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). The behaviour of pupils outside school can also be considered as grounds for exclusion. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion where this is justified. Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Parents' right to appeal permanent exclusion, in most cases parents will have the right to make representations to the local governing body.

The Local Authority has a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. Parents must take responsibility for their child if they are excluded (fixed term or permanently) from school, and must ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion.

The ISP Polar Re Start Centre (subject to funding) caters for pupils who have been excluded from their mainstream school and offers a bespoke learning to learn programme to ensure they do not fall behind in their studies during the exclusion and assist them to re-engage positively with their education on their return to school .