

Behaviour policy and statement of behaviour principles

ISP Polar Re-Start



Approved by: Local Governing Body

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1. Aims

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

- Special Educational Needs
- The Home-School 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
- 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 School's website and copies are also available on request. These can be obtained from the school'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, praise, reward and a system of upheld school 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 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**



school

- Summarise the **roles and responsibilities** of different people in the school 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:

- Schedule 1 of the [Education \(Independent School Standards latest guidance 2019\) 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

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, upskirting.
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 school’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 Head Teacher to account for its implementation.

5.2 The Head Teacher

The Head Teacher is responsible for reviewing and approving this behaviour policy.

The Head Teacher 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.

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

6. Pupil code of conduct

At ISP Polar Re-Start 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 school's aim that our pupils leave the ISP Polar Re-Start respectful of, and as positive contributors to, their communities and their peers.

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

School rules and Codes of Conduct are clearly communicated and displayed, and all pupils are asked to sign the School's Home School Agreement alongside their parents/foster parents.



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 school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Class Dojo points
- Certificates
- Phone calls home to parents/foster parents
- Special responsibilities/privileges

The school 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, or after school
- 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 school, such as on a school trip or on the bus/taxi on the way to or from school.

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 Head Teacher 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 Head Teacher 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 school'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 school uses will be clearly communicated to school staff, pupils and parents.

8. Behaviour management

.8.1 Classroom management

Teaching and support 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



Teachers should follow behaviour management escalation as detailed in Appendix 3. Class teachers should be encouraged to feel empowered to manage pupils' behaviour within the classroom setting.

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 school 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 school 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 may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.



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 Head Teacher, Carole Cox

11. Monitoring arrangements

This behaviour policy will be reviewed by the Head Teacher and Governing Body annually.

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 2023](#) legislation.

Please read in conjunction with Behaviour Curriculum 2022/23.

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 school 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 in using exclusion as a sanction where it is warranted. At ISP Polar Re-Start exclusion will be avoided wherever possible with early intervention made to identify and address underlying causes of disruptive behaviour as soon as possible.

The Head Teacher decides whether to exclude a pupil, for a fixed period suspension or a permanent exclusion, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

The Head Teacher 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.

Fixed period suspension: A pupil may be suspended 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 suspension. A fixed period suspension does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period suspension 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 suspension (fixed term or permanently excluded) 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 suspension.



Pupils who have a social worker, including looked-after children, and previously looked-after children

For the majority of children who have a social worker, that is due to known safeguarding risks at home or in the community: over half are in need due to abuse or neglect. For children with a social worker, education is an important protective factor, providing a safe space for children to access support, be visible to professionals and realise their potential. When children are not in school, they miss the protection and opportunities it can provide, and become more vulnerable to harm. However, Head Teachers should balance this important reality with the need to ensure calm and safe environments for all pupils and staff, so should devise strategies that take both of these aspects into account.

Where a pupil has a social worker, e.g. because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the Head Teacher should inform their social worker, the Designated Safeguarding Lead (DSL) and the pupil's parents to involve them all as early as possible in relevant conversations.

Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) should contact the local authority's VSH as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school should also engage with a child's social worker, foster carers, or children's home workers.

Appendix 3: Behaviour management structure

If a pupil demonstrates behaviour that is not acceptable in class, then the following procedure should be followed.

At the first instance of the behaviour (e.g swearing) pupils should be asked to stop the behaviour and reminded that it is not acceptable in class. *We can still phrase this positively with the child, for example 'I would prefer if you didn't use language like that in class, if you are not feeling OK then we can help you'*



If the behaviour is repeated (e.g swears again) pupils should be given a warning. It should not be a negotiation, or have a criteria attached, it is a clear warning for the behaviour. *Like before this doesn't need to be confrontational we just need to be clear, for example 'I did say I would prefer you not to use language like that in class, I am now asking you to stop using that language in class, this is your warning.'*



Should the behaviour continue then a consequence needs to be attached to the behaviour. At the first point this is removal of a Dojo point. *This step can be made without seeming that we are 'punishing' pupils as long as it is clear, for example 'You have had your warning and the language has continued. The consequence is that I need to take a point.'*

Note: It is important to use terms such as 'consequence' as oppose to 'negative points', 'losing points' and anything that indicates an element of punishment. We celebrate the positive points and we teach our pupils about the consequence of their actions.



Stepping up from this, if the behaviour continues then pupils should be asked to stay back at break/ lunch/ golden time to discuss the behaviour that wasn't appropriate. This needs to be a way to look at how the behaviour can be changed, not an admonishment of the pupil or the behaviour. *For example, 'I have asked you to stay back because I want to discuss the language that you were using. Do you understand why swearing in class isn't acceptable? I can understand that you are not feeling ok but we need to look at other ways that you can tell me that without swearing. How do you think we can make the next lesson better?'*



If you are finding that you are repeatedly following these steps and the behaviour remains the same, at this point it would be appropriate to step the behaviour up to a member of the Leadership Team, or seek additional advice if you feel that you would prefer to continue to try and manage this within the class team. A behaviour plan could be drafted together in order to personalise the approach to the individual child's needs.



1	Nov 22
2	July 2023

This policy links in to: Exclusion and suspension policy

All of our policies can be found here: <https://ispschools.org.uk/polar-re-start-centre/school-policies/>