



## Whole School Behaviour Policy

<b>Date:</b>	March 2017
<b>Date approved by Management Committee:</b>	
<b>Signature of Chair of Management Committee:</b>	
<b>To be reviewed:</b>	Annually

## **Introduction**

This policy replaces the previous policy written in June 2015. It is redrafted in accordance with new guidance issued from the Department of Education on Behaviour and Discipline in Schools (January 2016) which relates to the following legislation.

Education Act 1996  
School Standards and Framework Act 1998  
Education Act 2002  
Education and Inspections Act 2006  
School Information (England) Regulations 2008  
Equality Act 2010  
Education Act 2011

A copy of the policy is held electronically in the staff handbook, and is available to all interested parties upon request. Additionally this policy is available via the school website.

This policy should be read in conjunction with the school's policies on Child Protection, Safeguarding, Positive Handling, Anti-bullying, SEN and Accessibility.

### **Aims of the Policy**

- Fair treatment of learners in a caring community.
- To promote an orderly, safe and effective school community where all learners are able to reach their potential.
- To promote self-discipline, respect and self-confidence.
- Recognise that with support pupils can positively change their behaviour.
- To ensure that bullying is identified quickly and dealt with robustly.

### **The context of the policy.**

For the purposes of this policy most incidents that occur will take place during school hours, including breaks and lunchtime, as well as after school clubs. However, we recognise that there are issues and incidents that can occur in the wider community that may have their roots in school life and vice versa. The school will take seriously incidents which result in learners feeling vulnerable or frightened to attend wherever they occur including on social media sites.

Prior to their engagement with the Link School, many learners have experienced significant barriers to their personal development and learning. Therefore some learners may:

- Have low self esteem and poor confidence.
- Find it difficult to identify and respond to the needs of others.
- Be unwilling to participate in activities or volunteer to hold positions of responsibility.
- Be casual with respect to considering the morality of their actions and the consequences this may have on others.
- Give little regard to the spiritual aspects of life and prefer to live a superficial life.

### **Codes of conduct for encouraging positive behaviour.**

- Staff model expected behaviour.
- Staff have high expectations of student behavior but accept that expectations should differ according to individual need.
- All lessons encourage positive behaviours and anything unacceptable is challenged.
- The school operate a Red Amber Green (RAG) rating system to measure positive behaviour. This also informs the school rewards system. Learners are awarded points commensurate with good attendance, behaviour and engagement whilst in school.
- The PSHE curriculum is carefully planned to ensure coverage of personal, social and emotional issues that may affect the young people at the Link School.

### **This means that staff will:**

- work hard to ensure a calm, purposeful and orderly learning environment,
- plan each learning activity to ensure the aims and instructions are clear,
- communicate with each other on a regular basis to ensure that well focused support strategies are implemented and good practice is shared,
- work closely with external partners, agencies and stakeholders to provide support for learners,
- ensure the maintenance of close links between school and home,
- work supportively with each other in addressing challenging behaviours,
- have access to regular and ongoing training in behaviour management,
- use rewards and consequences as appropriate,
- Ensure points are allocated appropriately to reflect positive behaviour.
- Use physical intervention as a last resort.
- Have knowledge of individual pupils risk assessments/positive re-engagement plans where appropriate.

### **Managing challenging behaviour.**

Each learner at the Link School is treated as an individual and what may be an appropriate reward or consequence may be completely inappropriate for another. Therefore, The Link School operates a flexible approach that takes into account the individuals' circumstance with an emphasis on responsibility and restoration.

Many, but not all, learners who attend the Link School can sometimes exhibit challenging behaviour. The following is a list of suggestions that may be used for dealing with challenging behaviour. It is expected that staff tailor their approach relevant to the age and individual needs of each child.

### **During de-escalation.**

- Ask students what they need and respond if appropriate.
- Take them away from the situation and other people.
- Allow them to work on their own with a trusted adult if required.
- Staff to use calm body language.
- Speak clearly, slowly and offer clear choices.
- Use an appropriate sense of humour.
- Allow the student time to make the right choice.
- Ignore secondary behaviours if the child is doing what is being asked of them.

### **Low/Medium Level Disruption – Low/Medium impact incidents.**

- Expect the learner to manage their behaviour – staff will indicate this verbally and through body language.
- Acknowledge the fact that the learner is in difficulty and offer some time to talk.
- Consider whether it is worth dealing with the situation there and then or to wait for a more appropriate time and deal with it later.
- Use distraction.
- Allow the learner to leave the room for timeout where appropriate.
- Talk and encourage other students to support an individual.
- Make sure that you are aware of individual pupil risk assessments and intervention strategies that have worked with the learner on previous occasions.
- These types of incidents may be dealt with in the classroom and may not necessarily need to be reported on, unless it is part of a regular pattern of behaviour it should however be reflected within the pupil point system.

### **High level disruption – High impact incidents.**

- Stay calm and non-confrontational.
- Keep talk to a minimum.
- Give clear instructions and outline what behaviour is expected.
- Staff to reduce the audience if necessary to minimise the incident.
- Offer time out and allow time for the learner to reflect and give their version of events.
- It is probable that these types of incidents will be reported on for further action.

### **Managing a high risk / crisis incident.**

- Learners and staff safety must be given priority.
- Where possible, ensure that the learner is given privacy – move other children and additional staff away. If possible contact someone immediately who has the skills/relationship to de-escalate the situation.
- Maintain safe levels of staffing – ideally a minimum of two however, each individual incident should be treated as a unique event.
- Consider whether containment or positive handling is necessary (please see separate policy on positive handling).
- If and where possible allow a safe exit and time to cool down.
- These incidents should be reported to the relevant member of staff e.g. Head Teacher, Assistant Head Teacher, member of SLT or Lead Behaviour Officer and will need further interventions. The interventions could be possible exclusion, individual timetable, therapeutic interventions etc.

### **After an incident.**

The Link school have adopted an online recording system, Sleuth, which will be used to record ALL notable incidents of both positive and negative behaviour. This includes all positive, negative and general behaviours.

- Staff must record their observations on Sleuth but should remain impartial and avoid assumptions based on their own feelings or opinions
- Students may be interviewed and their views and observations recorded.

- Parents/Carers will be informed and may be invited in to discuss the matter as part of the post incident strategy.
- Consider if any working practices/procedures contributed to the situation and act accordingly.
- Adopt a restorative approach to resolve the situation.

### **Exclusion**

The school will consider a fixed term exclusion as a sanction for extreme behaviour. This takes account of the statutory published regulations and guidance applied from January 2016. (DfE - Exclusions from maintained schools, Academies and PRUs in England).

Exclusion will normally follow instances of;

- Physical Violence or threats toward another learner or member of staff.
- Drug and alcohol related incidents
- Racist incidents
- Sexual misconduct
- Deliberate damage to school property

This list is not exhaustive and in all cases due consideration will be given to the individual circumstances of the incident and the learners involved. Exclusion will be used as a last resort in managing behaviour.

### **Restorative approach**

Wherever possible the Link School will seek a restorative approach to all incidents. This process encourages the learner to look at their own and others' behaviours with a view to providing a positive outcome and to help students gain an understanding of their own behaviour and the impact it has on others.

### **Positive Handling**

There may be times when it is necessary to use physical intervention please see the positive handling policy for guidance on this area.

### **Searching of students and their property.**

At the Link School, Pallion, Key Stage 4 learners are expected to hand in their personal belongings, such as mobile phones, to staff at the beginning of the school day. Staff have access to metal detector wands and each student will be scanned before entering the premises. Parents/Carers are informed of this procedure during the initial induction. If a student refuses to be searched then Parents/Carers will be informed and they may be invited into school if necessary.

There will be times when it may be necessary to conduct a more thorough or specific search. Guidance for this is issued in the Positive Handling Policy.

### **Smoking and e-cigarettes.**

The school site is a smoke and vapour free environment. Smoking, including the use of e-cigarettes and e-shisha products, is not permitted at any time anywhere in the school grounds or in the school buildings including toilets, corridors, staff rooms and car parks. This policy applies to staff, learners, parents/carers, visitors, work experience students and contractors when they are on the school site. School transport vehicles are also smoke and vapour free environments.

The Link School understands that nicotine is highly addictive and offers support to both staff and students where applicable to help them to stop smoking. Support is accessed through the NHS Stop Smoking scheme, and through the delivery of PSHE in school.

Should anyone smoke on the premises, staff are to ask them to leave the school grounds. If a student refuses to leave the premises then parents/carers may be contacted to discuss the issue. Persistent abuse of this rule will result in a meeting with parents/carers.

If a staff member or visitor smoke on the premises then the Head Teacher or a member of Senior Management should be informed.

**Points all staff should know from this Policy:**

- Our aim is to allow and expect all students to learn how to manage their own behaviour;
- Staff have legal powers to discipline students, both in and out of school time. Staff should ensure they are up to date with this knowledge;
- We use a blend of consistency and flexibility in our approach;
- We use a variety of behaviour management tools, and have staff skilled in their use;
- We aim to approach behaviour at an individual student level where possible.