Relationships Policy (Behaviour)

ABOUT THIS DOCUMENT:

Purpose: This policy includes a written statement outlining how Daventry Hill supports staff and students in Behaviour for Learning across the school using a range of strategies and approaches.

The aim is to ensure that the strategies and approaches are used effectively and for all students and staff to work and learn in a safe environment.

Complied by: HT & DHT	**Date:** Sep 26
Committee: LGB	**Date agreed by Governors:**
Review Cycle: Annually	**Review Date:** Sep 27

Wellbeing in our Trust

Wellbeing at Creating Tomorrow Trust
At Creating Tomorrow Trust, we believe that when our people thrive, our learners and communities thrive too.

Physical, emotional and mental wellbeing are essential to a thriving, collaborative and values-driven organisation, and we are committed to creating an environment where every colleague feels supported, respected and able to flourish.

We recognise that wellbeing needs can change over time, and anyone may experience challenges. We work together with openness, compassion and trust, ensuring that help is accessible when it is needed.

Health and wellbeing are everyone's responsibility, and we encourage a positive culture where concerns can be raised without judgement. The Trustees take their duty of care seriously and are committed to ensuring that support for all employees is available through:

- Effective and supportive line management
- A fair and manageable workload
- A professional, safe and inclusive working environment
- Access to wellbeing and employee support services through our Employee Assistance Programme:
  - *08000 856 148*
  - *educationsupport.org.uk*

We are committed to continuous improvement. **All Trust policies are reviewed for their impact on staff wellbeing**, ensuring our values are reflected not only in what we say, but in what we do.
Together, we create tomorrow by caring for one another today.

Contents

1. Aims 4
2. Legislation and statutory requirements 4
3. Definitions 5
4. Bullying 7
4. 1 Prevention 8
4.2 Procedure 8
5. Roles and responsibilities 8
5.1 The governing board 8
5.2 The headteacher 8
5.3 Staff 8
5.4 Parents 9
6. Student code of conduct 9
7. Rewards and consequences 10
7.1 List of rewards and consequences 10
7. 2 Zero tolerance approach to sexual harassment and sexual violence 11
7. 3 Off-site behaviour 11
7. 4 Suspensions 12
7. 5 Malicious allegations against members of staff 12
8. Managing behaviour 12
8. 1 Classroom management 12
8. 2 Physical intervention 13
8. 3 Confiscation 14
8. 4 Restricting liberties 14
8. 5 Student support 14
8. 6 Underlying approaches to managing behaviour: 15
9. Pupil transition 17
10. Training 18
11. Monitoring arrangements 18
12. Links with other policies 18
APPENDIX 1: WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES 19
Further Associated resources 19
Legislative links 19

1. Aims

The governors and staff at Daventry Hill School believe that every student has the right to learn in a calm, safe and caring environment. We strive to ensure that all students have the social and emotional skills to be successful when they leave school.

All staff and students are expected to adopt and apply our Core Values, which were introduced in September 2010 following student and staff consultation and have been regularly revisited with staff, students and families. These were reviewed and updated in September 2023.

This policy aims to promote and embed Daventry Hill's Core Values:



The core values define how we expect all staff and students to conduct themselves on a day to day basis and act as a guide to promote safe and positive behaviour. The core values are linked to the school's reward system and are used alongside the principles of Protective Behaviours to promote safe behaviour.

We believe that all behaviour communicates a need. Our overall aim is to enable students to feel safe and ready to learn so that they can become successful learners, confident individuals and responsible citizens. We achieve this by having a very clear focus and understanding within school on the principles of Behaviour for Learning which identifies a student's:

- Relationship with self;
- Relationship with others;
- Relationship with the curriculum.

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;
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

3. Definitions

We expect all members of the school community to play a part in fostering our core values:

Staff: to model expected behaviour and the Protective Behaviours themes and strategies;

Students: to take ownership and responsibility for their behaviour;

Parents: to uphold the relationship policy in partnership with the school;

Governors: to monitor and support the policy and evaluate its effectiveness.

All students are expected to:

- Take responsibility for their own behaviour choices;
- Reflect on the impact that their behaviour has on themselves and others;
- Show care and consideration towards others and be tolerant and respectful of individual differences, beliefs and opinions;
- Respect each other's personal space;
- Work hard and to the best of their ability;
- Listen carefully whilst others are talking;
- Be polite to others;
- Look after personal belongings;
- Take care of the school environment;
- Show safe behaviour in line with our core values.

All staff are expected to:

- Provide praise and encouragement for students; offer challenge and highlight their achievements;
- Have knowledge and understanding of individual students support needs as set out in their Educational Health Care Plans;

- Be clear and consistent when managing behaviour of students whilst remaining non – confrontational;
- Make explicit, in a constructive and positive way, the behaviour expected of students to help them identify and label safe and unsafe behaviours;
- Follow the staff Code of Conduct;
- Provide support and encouragement to each other in accordance with the policies and procedures of the school;
- Undertake duties in a professional manner.

Serious incidents of behaviour are defined as:

- Repeated breaches of the school rules;
- Any form of bullying;
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism;
- Theft;
- Fighting;
- Smoking;
- Racist, sexist, homophobic or discriminatory behaviour;
- Possession of any prohibited items including:

    - Knives or weapons;
    - Alcohol;
    - Illegal drugs;
    - Stolen items;
    - Tobacco and cigarette papers;
    - Lighters or vapes
    - 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 student).
    - Any item banned by the school which has been identified as an item that can be searched for

4. Bullying

At Daventry Hill we believe that everyone has the right to feel safe all of the time and that we have a responsibility to create and maintain a safe and secure environment for students and adults alike. All incidents of bullying (including perceived bullying) are recorded electronically on Arbor and MyConcern and members of the Leadership Team are alerted immediately.

Bullying is **NOT** an inevitable part of school life, or part of growing up and we believe that we should work together to make our school a happy, enjoyable and safe place for all.

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
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

Bullying affects everyone, not just the bullies and the victims. It affects those who witness violence, aggression and the distress of the victim. It may damage the atmosphere of the class and change the 'climate' of the school.
As part of our commitment to safeguarding our students, all staff are trained to identify possible signs and indicators of bullying and how to report concerns

4. 1 Prevention

Specific curricular approaches are used to explore the issues surrounding bullying; to give students strategies to use if bullied and to make explicit the school's policy on bullying.
Safe and unsafe behaviours are explicitly taught through PSHE, RSE & Protective Behaviours within each year group. This reinforces the themes and messages via planned activities (group or individual), assemblies, modelling and post incident de-briefing.

4.2 Procedure

All incidents of bullying will be investigated and where possible a Restorative Approach will be used to repair the harm that has been caused. This approach has been adopted by Daventry Hill as the preferred way of managing incidents of bullying.

1) In the first instance a member of the team will speak with both the victim and the alleged bully with the view to facilitating a restorative repair. Where bullying has been identified, parents / carers will be informed.
2) Any further incidents of bullying will then be managed by the Senior Leadership Team and parents / carers will be invited into school for a meeting.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this relationship policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this relationship policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with unsafe behaviour, and will monitor how staff implement this policy to ensure rewards are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the relationship policy consistently;
- Modelling positive and safe behaviour;
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents using Arbor;
- The leadership and pastoral team will use and analyse data to support staff in managing behaviour incidents. This may include producing an individual proactive support plan,

observations, working directly with staff and students to support, and liaising with parents/carers and other professionals.

5.4 Parents

Parents are expected to:

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

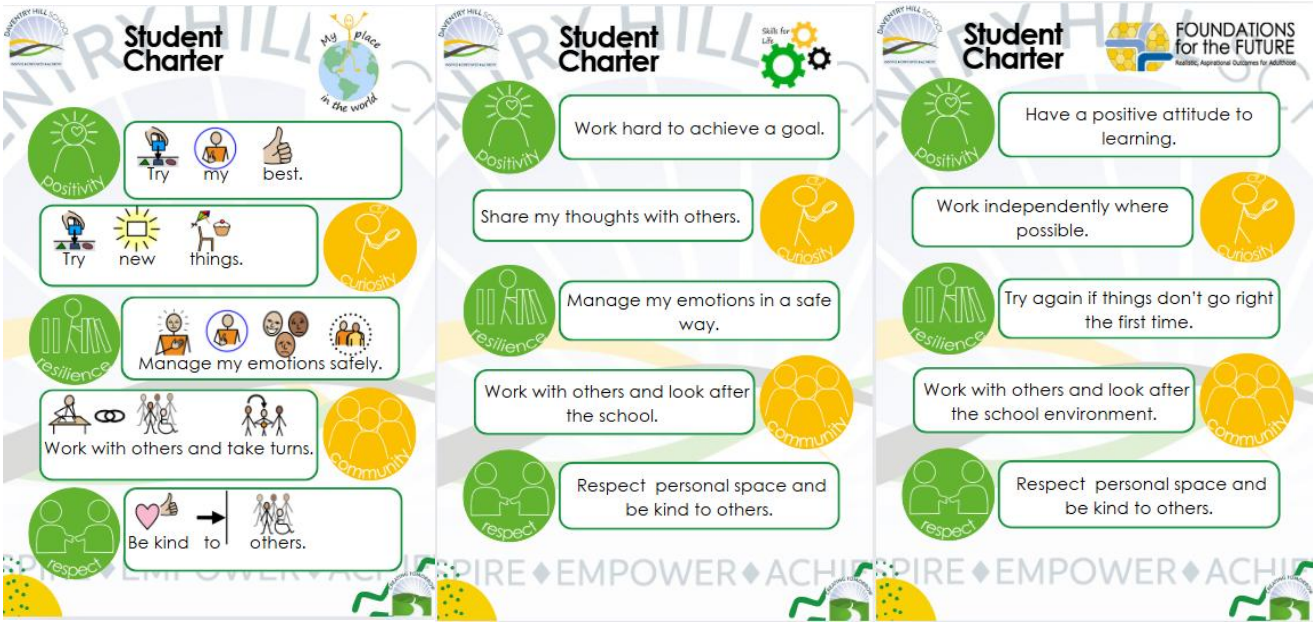
6. Student code of conduct

Students are expected to adhere to the school's Core Values, including:

- Show respect to members of staff and each other;
- In class, make it possible for all students to learn;
- Move quietly around the school;
- Treat the school buildings and school property with respect;
- Wear the correct uniform at all times;
- Accept consequences when given;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Our behaviour charter has been co-produced with students and staff and outlines the expectations of students, linked to each core value. This is adapted across the school for each age group.





7. Rewards and consequences

7.1 List of rewards and consequences

Positive behaviour will be rewarded linked to the school core values. These rewards ae personalised so that they are relevant and appropriate for students. These may include:

- Verbal praise;
- Certificates
- Dojo/house points, Letters, stickers, or phone calls home to parents/carers;
- Recognition of success through Class Dojo and house points
- Special responsibilities/privileges or trips/activities as agreed by leadership.
- Core values trophies (half termly)
- Star of the week

Daventry Hill may use one or more of the following consequences in response to unsafe behaviour:

- A verbal reminder;
- Asking the student to leave the class or directing the student to an identified safe space;
- Time to reflect at break, lunchtime or after school (this may be to catch up on missed work);
- Referring the student to a member of the Leadership team for further support;
- Contact with parents/carers;
- Co-produce a behaviour agreement with the student;
- Restorative conversations/repair.

We may use the pastoral area in response to serious or persistent unsafe behaviour. This

may result in a student needing to work away from the main class for a period of time.

As a last resort the school may use a suspension (see 7.4)

7. 2 Zero tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Consequences for sexual harassment and violence will be determined on a case by case basis and will be proportionate and relevant to the incident.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

7. 3 Off-site behaviour

Consequences may be applied where a student has acted in an unsafe way or not followed expectations outlined in the student code of conduct when off-site. This includes:

- any school-organised or school-related activity (e.g. school trips)
- Travel to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Consequences may also be applied off-site at any time, whether or not the conditions above apply, if the action:

- Could have repercussions for the orderly running of the school

- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

7. 4 Suspensions

(Please see suspensions and exclusions policy)
We expect all students to remain at school and will put in place supports for all students to do so, however there may be times when a student being at school is detrimental to their own safety, the safety of others and the learning of others.

The school may use a suspension as a last resort to:

- Maintain safety
- Provide time away from school for the student to reflect upon their behaviour and prepare for a return to learning
- Provide time for the school to arrange appropriate support measures, e.g. timetable review, educational psychology support

7. 5 Malicious allegations against members of staff

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will follow up with the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consequence the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Managing behaviour

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 students to be engaged;
- Plan and create a curriculum that supports and encourages students to engage;
- Display the student charter (code of conduct) / core values within the classroom;
- Promote and model a range of strategies to support students to show safe behaviours including Protective Behaviours, Core Values, Zones of Regulation and Restorative

Approaches to resolving conflict as detailed in this policy;

- Develop a positive relationship with students and champion them which **will** include:
    - Greeting students in the morning/at the start of lessons;
    - Establishing clear routines & boundaries;
    - Highlighting, promoting and modelling safe behaviour;
    - Having a plan for dealing with low-level disruption;
    - Using positive reinforcement;
    - Building a relationship and getting know each student and the support they need to be successful at Daventry Hill.

8. 2 Physical intervention

In some circumstances, staff may physically intervene to prevent a student from:

- Unsafe behaviour such as causing harm to themselves or others;
- Damaging property.
- Causing serious disruption

Incidents of physical intervention 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.

At Daventry Hill staff are trained to use the Team Teach approach of physical intervention. This focuses on de-escalation techniques and uses physical intervention as a last resort.

Staff must consider if the use of physical intervention is necessary, reasonable and proportionate. If a physical intervention has happened, the staff involved MUST complete the relevant section of the Arbor incident form and log the time, date and duration of intervention, type of physical intervention, witnesses and the rationale behind it.

Parents/Carers must be informed if a physical intervention has taken place with their child by the class team, phase leader or pastoral team as appropriate.

It is the responsibility of those involved in the physical intervention to ensure that

parents/carers are informed and as part of their responsibility to themselves ask for debrief as required.

Debrief with the student will be with a member of the class team or pastoral team and will be recorded on Arbor which enables us to reflect and develop safe practice. In the event of serious instances the debrief may also be managed by a member of the leadership team. The rationale for this will be decided on a case by case basis.

8. 3 Confiscation

Any prohibited items (listed below) found in a student's possession will be confiscated. These items will not be returned to students.

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, vapes and cigarette papers
- lighters
- fireworks
- pornographic images
- any article that the member of staff 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 student).

We will also confiscate any item which we believe to be harmful or unsafe. These items will be returned to students after discussion with senior leaders and parents/carers as appropriate.

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

8. 4 Restricting liberties

At Daventry Hill school students will **never** be:

- locked in a room;
- deprived of food / drink;
- denied access to the toilet.

8. 5 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 will be differentiated and personalised to cater to the needs of the student.

Daventry Hill's Pastoral Team will work with students, staff, families and outside agencies to support a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. A range of proactive strategies will be put in place to support the student and will be regularly reviewed.

Where necessary, support and advice will also be sought from specialist practitioners, Educational & Clinical Psychologist, occupational therapists, medical practitioners and/or others, to identify or support specific needs.

8. 6 Underlying approaches to managing behaviour:

At Daventry Hill we have a range of approaches and strategies which support students to understand expectations, identify and label their own emotions and feelings and to reflect on their own behaviour choices as detailed below:

Protective Behaviours:

Protective Behaviours (PBs) provides a framework for personal safety, self- esteem, resilience and confidence building. It is an internal process where each person applies the ideas to their own unique experience. It encourages self-empowerment and brings with it the skills to avoid feeling unsafe. This is achieved by helping students to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours process encourages an adventurous approach to life which satisfies the need for fun and excitement without violence and fear.

There are two themes which are explicitly taught to all students and revisited on a regular basis.

"We all have the right to feel safe all of the time"

"We can talk with someone about anything even if it feels awful or small"

All students are supported to have a network of support which identifies adults in school and at home who they can talk with if they are feeling unsafe. Students produce this in the form of a 'helping hand' and these are displayed as a visual reminder.

Students are taught to recognise their own signs when they are beginning to feel unsafe and these are known as 'early warning signs'. Students identify physical feelings such as butterflies in their tummy, heart beating faster and clammy hands. This supports students to be able to self-regulate and this in turn increases their emotional literacy.

Protective behaviours uses the language of safety and refers to all behaviours as 'safe' or 'unsafe'. At Daventry Hill we use this in all conversations to reinforce;

"Feelings are just feelings"
"Thoughts are just thoughts"
"Behaviour is a choice"

SoSafe!

So Safe! is a training programme which provides skills and simple visual tools to enhance the social, social-sexual and social safety training of people with moderate to severe intellectual disability.

SoSAFE! PROMOTING SOCIAL SAFETY

We use the intervention activities with identified students.

Zones of regulation

At Daventry Hill the Zones of regulation are introduced in in our primary phase and used throughout the student's school journey. Students identify where they are on the Zones and learn to recognise their thoughts and feelings early on thus enabling them to use strategies to regulate themselves into a safe, ready to learn state.

The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking, concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

Red Zone	used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.
Yellow Zone	used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
Green Zone	used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
Blue Zone	used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone based on the environment and its demands and the people around them.

A Restorative Approach

At Daventry Hill, we have high expectations of our students. We encourage all students to try their best to achieve their goals. They should be supported in understanding that it is the responsibility of staff and students to uphold and maintain our school values and ethos. For occasions when this is proving not to be the case, we use restorative approaches to help students understand the impact of their own behaviour on others and to support them to think about what they could do next time and to start to take responsibility for themselves.

We believe that by using a Restorative Approach we are giving students the skills to independently make better and more informed choices in the future. Restorative approaches encourage students to think about how their behaviour affects others, both students and staff.

It helps them to develop respect and responsibility. If a student in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a student has shown unsafe behaviour they will be asked to put things right and change their behaviour so it does not happen again. The aim is for a Restorative Approach to allow ALL parties to have their say AND be listened to.

When our students find themselves in conflict or upset we will ask them:

- ***What happened?***
- ***What were you thinking at the time?***
- ***What were you feeling at the time?***
- ***Who has been affected?***
- ***What needs to happen to put it right?***

We might also say to our students:

- ***What would you do differently next time?***
- ***How do you think you would you feel if this happened to you?***
- ***What support do you need from us to help you?***

Most situations can be dealt with by working through these questions. The aim is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something unsafe or in breach of the student code of conduct, we expect them to take responsibility for their actions and fix the situation.

Restorative processes bring those harmed by conflict and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward

Equality for All

We understand and respect that all of our students are different and provide a school experience that is accessible and appropriate for all our students. Through careful monitoring, should it present itself as necessary, we will seek the support and guidance of other professionals such as:

- Pastoral Team including Pastoral Mentors, Occupational Therapist, Family Support Advisor
- Educational Psychologist;
- External support agencies as necessary.

9. Pupil transition

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

At Daventry Hill, students have an extended transition period whereby they move up to their new classes and a transition timetable is planned. This allows students time to get to know their new class and staff teams as well as their new environment.

There are opportunities built into this time to allow our staff to visit students at their feeder schools and meet with parents prior to their formal start at Daventry Hill.

10. Training

Our staff are provided with Team Teach training on managing behaviour, including use of de-escalation strategies and physical interventions. This is updated every year and forms part of continuing professional development for staff.

In addition to the above, training on attachment awareness, restorative approaches, the language of interaction and managing specific learning needs are in place.

11. Monitoring arrangements

This Relationship policy will be reviewed by the headteacher every two years. At each review, the policy will be approved by the headteacher and governing body.

12. Links with other policies

This Relationship policy is linked to the following policies:

- Suspension and exclusion policy;
- Child Protection & Safeguarding 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, consequences and reasonable force are used consistently by staff, in line with the relationship policy
- The Relationship policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions through a restorative approach
- Families are involved in behaviour incidents to foster good relationships between the school and parents / carers
- The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

Further Associated resources

1. https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
2. https://www.gov.uk/government/publications/searching-screening-and-confiscation
3. https://www.gov.uk/government/publications/school-exclusion
4. https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
5. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
6. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils. https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-forteachers

Legislative links

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
The Education (Independent School Standards) (Amended) (England) Regulations 2014
Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012
The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012