



a revolutionary response to school

Behaviour Management Policy

Rationale

The ethos of the school is based on a personal responsibility model, *'know yourself, grow yourself and help others'*. Staff model positive behaviours and pupils are encouraged to treat others as they themselves would like to be treated. Pupils participate in creating school and class 'rules', based on democratic principles, which allow the community to co-exist harmoniously. Throughout the taught curriculum, individual and collaborative projects and social time pupils choose how they spend their time and how they interact with others. The school's aim of filling pupils' days with adventure, challenge, inspiration, laughter and friendship cannot be achieved through punitive methods of discipline, but we recognise that children will bring different attitudes and behaviours to the school and, in some cases, may behave in ways which are detrimental to others or themselves. Any challenging behaviour will be dealt with using the principles of restorative justice. The school takes all allegations of bullying extremely seriously and 'banter', 'hazing' or other forms of initiation activities will not be tolerated. In the most serious cases of misbehaviour the school reserves the right to exclude pupils on a temporary or permanent basis.

Aims

- To fill pupils' days with adventure, challenge, inspiration, laughter and friendship
- To ensure that every pupil learns in a safe, calm, respectful, supportive and engaging environment
- To promote pupils' self-confidence, resilience and emotional intelligence
- To provide a framework for staff, pupils and parents in order to positively manage pupils' behaviour
- To help pupils' achieve in all areas of their lives
- To ensure that any incidents of challenging behaviour are dealt with fairly.

Objectives

- To help pupils assume responsibility for their own happiness and accept responsibility for their contribution to the school and wider community
- To ensure that pupils understand the need to respect others and manage their own attitudes and behaviour
- To establish positive relationships based on mutual respect, honesty, trust and integrity
- To create an environment that encourages and reinforces positive behaviour, promotes self-discipline and defines acceptable standards of behaviour
- To work in partnership with families
- To apply restorative approaches where behaviour is seen to be detrimental to others or to the individual.

Policy Requirement

- All staff will follow the policy and ensure that incidents of positive and challenging behaviour are recorded on a Behaviour Incident Form (BIF) – see Appendix 1.

Staff will read the policy in conjunction with:

- DfE - Keeping Children Safe in Education (KCSIE) September 2019
- HM Government - Working Together to Safeguard Children July 2018
- DfE - The Prevent Strategy June 2015
- Safeguarding and Child Protection Policy
- Learning and Teaching Policy
- Computing Policy
- E-Safety Policy
- Staff Code of Conduct
- Special Educational Needs and Disability (SEND) Policy
- Exclusion Policy

Scope

This policy applies to all staff members, proprietors, volunteers, current and prospective pupils and parents.

Principles

The school positively supports pupils with learning needs and ensures that no pupil is prevented from accessing the full curriculum. Where necessary the school will work with outside agencies to ensure that pupils have a positive educational experience.

The management of behaviour is based on a positive culture, staff model effective communication and interactions. Relationships are based on mutual respect, trust and integrity. The school encourages positive engagement on the part of pupils so that they become confident, resilient, curious and resourceful learners.

Pupils decide on class agreements and help to uphold them with each other. Pupils reflect on their behaviour and decide what changes they can make.

The school does not use corporal punishment.

Agreements Council Process

- Staff will ensure that incidents of positive and challenging behaviour are recorded on a Behaviour Incident Form (BIF).
- Completed BIFs will be kept within the school Agreements Council Log Book, and a duplicate copy kept in the pupil's personal file.
- The school Agreements Council Log Book will also be used to record meeting notes and the school agreements.

- The school's Agreements Council will be made up of a selection of staff and pupils, to rotate each half term. Each class can nominate 2 class representatives to sit on the Council.
- The Agreements Council will meet weekly and is when staff and pupils will meet, initially to discuss and agree the collective agreements about behaviour that the school community expects from each other. Once agreed the Agreements Council will meet to discuss any incidents, as recorded on BIFs whether they be examples of positive behaviour exemplifying the school's Agreements, or incidents of challenging behaviour which run counter to the Agreements.
- The Agreements Council will be an opportunity for the school to discuss what action or response the Council may feel is appropriate for the incident of behaviour under discussion.
- The lead teacher or head of school will be the final decision maker with regard to any sanctions in response to challenging behaviour, taking into consideration the discussions and recommendations of the Agreements Council
- Each class will have a 30 minute Review and Reflect meeting every day where behaviour by pupils, positive or challenging, can be discussed
- Staff can convene Emergency Meetings if required to discuss behaviour or incidents that cannot wait until the daily class meeting or weekly Agreements Council meeting.
- The Agreements Council is intended to be a forum for discussing individual incident. Should a pupil develop a pattern of repeated challenging behaviour, then the Agreements Council would cease to be the appropriate forum and therefore such behaviour would not be discussed or addressed by the Agreements Council. Instead an Individual Behaviour Log (IBL – see Appendix 2) will be commenced and used to record incidents of the behaviour and form the basis for discussions with the pupil and their parent/s as required. Depending on the severity and frequency of the behaviour a Positive Behaviour Plan may be implemented to provide structure for developing positive behaviour and supporting the pupil in addressing the root cause of their behaviour pattern – see Appendix 2

Staff Responsibilities

- Understand that challenging behaviour is a message and a lack of social and communication skills contribute to challenging behaviour
- Ensure that every member of the school feels valued and respected
- Implement a positive approach to managing behaviour
- Work with pupils to change behaviour
- Teach/model positive new behaviours
- Implement a non-confrontational focus
- Understand that all pupils are different and respond in different ways
- Ensure that the support, management and tasks provided for pupils in lessons meet their needs
- Ensure that the school is safe for every pupil, free from bullying or harassment of any kind
- Reward positive behaviour
- Treat all pupils fairly
- Develop self-esteem, self-confidence and effective communication skills
- Involve pupils in shaping and promoting positive behaviours in school.

- Assist in the running of the School Agreements Council meetings to enable pupils to learn how to afford a fair trial to pupils who break the school agreements and also decide on fair sanction giving.

Pupils' Responsibilities

- Treat others as you would like to be treated
- Learn to love learning
- Be honest
- Be courteous
- Be curious
- Be socially and culturally aware
- Reflect on your actions
- Understand your responsibility to yourself, to others and to the school
- Respect and value differences between people
- Engage in positive collaboration
- Listen to the views of others
- Be resilient and self-aware
- Use the school building and resources in an appropriate and respectful manner.
- Contribute to the Agreements Council Meeting where unwanted behaviour is discussed and sanctions are decided on by pupils (assisted by staff where necessary).

School Council Meetings

Various school councils will be formed which will include nominated pupils and staff, these will form micro-communities responsible for various aspects of the running of the school. The 'Agreements Council' will be responsible for maintaining the formally agreed learning behaviours that all staff and pupils are expected to adhere to and have decided on together. The council will consider the impact of negative learning behaviours, such as the misuse of time or resources and come to a consensus of opinion with the pupils or staff involved. Vulnerable pupils or those with SEND will not be involved in this approach and every care will be taken to ensure that this does not lead to negative outcomes for the pupils.

Rewards and Consequences

Rewards and consequences are part of real life, they are effective tools in managing behaviour.

- **Praise** is a very powerful tool, praise from staff or from a peer has a positive impact on pupils but it should always be real and meaningful, pupils are quick to recognise comments which do not fully reflect their efforts, attitudes or behaviour. Praise can be verbal, written (positive comments in books, notes home, praise postcards), exhibiting pupils' work in corridors or classrooms (this should not always be the best, work which demonstrates progress is often more valuable), using stickers, smiley faces etc.
- **Awards** are powerful especially if they recognise progress as well as overall achievement.

- **Classroom management** should be used to prevent any potential issues, where necessary the use of verbal or non-verbal clues, instructions framed in positive terms what we want not what we don't want, reflection time either with the teacher or independently, seating plans, a personal aide memoire to remind pupils of what is to be done, scaffolding of tasks, differentiated work, peer or adult support, the careful management of group work, short term targets, easily accessible resources and personalised support can do much to prevent incidents.
- **Rewards** will be given in the form of special privileges awarded by the pupils and adults working in the school to each other, in recognition of kind and respectful behaviour. These could involve taking up special favoured roles around the school. Opportunities to lead on school council meetings or perform lead roles as part of the democratic practise of running various school council meetings will not be used as a reward for required behaviour.
- **Sanctions** should match the level of inappropriate behaviour. One mistake is much less serious than repeated misdemeanours. We do not shout at pupils or otherwise demean them. We identify the unacceptable behaviour while making it clear that the pupil is still valued. The pupil should always reflect on his/her behaviour and identify why mistakes were made. They may be asked to apologise to others, to redo a piece of work, to lose some social time to complete an activity, if time was wasted during an independent activity the pupil or pupils may be required to be supervised by the teacher during the next lesson.
- **Repeated misbehaviour** should be recorded on an Individual Behaviour Log (IBL) and dealt with using a three step process. IBLs will be kept within the pupils own personal file and will not form part of the school Agreements Council Log or weekly meeting.
 - **Step 1** following the guidance above. If there is no improvement,
 - **Step 2** escalate the sanction to the head of school/proprietor who may require any damaged equipment to be replaced, restorative measures to be carried out and/or a sanction implemented. At this stage the pupil may be given a Positive Behaviour Plan (PBP) with measureable targets for improvement – see Appendix 3.
 - **Step 3** for persistently challenging behaviour includes the involvement of parents, a Positive Behaviour Plan and review meetings. At this stage external help may be sought in the form of external agencies or trainers to better help support children and staff. This may be required at the expense of the parent if a one to one extra support is required for behavioural reasons. Persistently challenging behaviour can result in temporary or permanent exclusion.
- Where behaviour indicates that a pupil is suffering or likely to suffer significant harm the Safeguarding and Child Protection Policy will be followed. The designated safeguarding lead (DSL) will decide if incidents are dealt with under the Behaviour Management Policy, E-safety and/or Safeguarding and Child Protection Policy. Any incidents involving serious bullying, hazing, banter or peer-on-peer abuse will result in all parties being deemed to be at risk.
- **Exclusion**, please see the Exclusion Policy. Exclusions are always used in cases of violence towards another child or adult, racist verbal abuse, sustained bullying, frequent high level disruption, non-compliance or disrespect, drug or alcohol abuse, misuse of social media or other forms of abuse. Fixed term exclusion will not exceed three days, parents will be asked to attend a reintegration meeting and a Positive Behaviour Plan, if not already in place, will be agreed. This will be followed up with weekly reviews.
- **Reasonable Force**, the school does not use force or physical restraint towards pupils other than in very specific circumstances, i.e. when not acting to restrain a pupil would put them or another at risk or increased risk of injury or death. Touching or attempting to physically move

a distressed child may well worsen the situation, it is better to speak calmly and attempt to reason with the child. If a pupil will not do what a teacher asks them to and is becoming emotionally uncontained or otherwise distressed, the class will be removed from the situation and the pupil will be observed from a distance to ensure that they are safe. Once the pupil is calm staff will deal with the incident. If a pupil's behaviour is deemed unsafe, for example; they are attempting to remove themselves from school supervision (whether attempting to leave the school premises or while away from school premises during an offsite visit), or is engaging in behaviour or an activity which puts them and/or others at risk, for example trying to climb over the glass safety barrier surrounding the Upper Piazza balcony balustrade, then staff may use reasonable restraint or force to ensure the safety of the child and others. According to Section 93 of the Education and Inspections Act 2006, all members of school staff have a legal power to use reasonable force. In deciding what constitutes a serious incident, staff will be provided with training and guidance on the use of reasonable force and will use their professional judgement to consider the:

- pupil's behaviour and the level of risk presented at the time of the incident
- degree of force used
- effect on the pupil or member of staff
- pupil's age.
- **Punishment**, the school does not use corporal punishment and staff are asked not to touch pupils in a positive or negative way.
- The school reserves the right to search pupil's personal property on suspicion of being in possession of illegal material, weapons or on suspicion of stealing.

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Document Review			
Version	Amendment	By	Date
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1.2	Amended wording regarding use of reasonable force and punishment.	D Hearn	14/07/2020

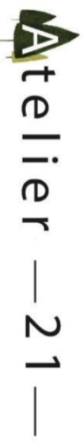
Appendix 1



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Behaviour Incident Form (BIF)

Pupil Name:		Class:		Year Group:	
Date of Incident:			Time of Incident:		
Was the behaviour positive or challenging?			To which school Agreement did the behaviour relate?		
Description of incident / behaviour witnessed:					
Witness Details:			Details of impact, i.e. property damaged,		
Discussed at Agreements Council meeting held on:					
Notes of Council discussion, recommended actions / response:					
Outcome / decision					
Signed by:				Date:	



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Individual Behaviour Log (IBL)

Pupil Name:		Class:	Date log starts:		Year Group:
Date of birth:					
Behaviour Log					
Date of incident or incidence of behaviour	Description	Witnesses	Action Taken		

Appendix 3



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Positive Behaviour Plan (PBP)

Pupil Name:		Class:		Year Group:	
Date of birth:			Medical conditions/needs:		
Date plan starts:			Staff working with the pupil:		
Date of next review:					
Challenging behaviour What does it look like? What triggers it?			Targets What are we working towards? How do we get there?		
Strategies for positive behaviour How do we maintain positive behavior? <ul style="list-style-type: none"> • Phrases to use • Rewards, motivators 			Early warning signs How do we prevent an incident? <ul style="list-style-type: none"> • What to look out for • How to respond (reminders, alternative environment) 		
Reactive strategies How do we diffuse the situation? <ul style="list-style-type: none"> • What to do and what not to do • Phrases to use • Calming techniques At what stage should another member of staff be informed? Who should this be?			Support after an incident How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?		
Agreement: Parent name Parent signature Date			Staff name Staff signature Date		

Pupil Name:			
Skills and Talents		Achievements	
Likes		Dislikes	
Log of incidents:			
Date	Description of behaviour	Trigger for incident	Action taken
PBP evaluation and next steps:			
How effective is the plan?			
Record suggestions to be considered when this plan is reviewed.			