



Behaviour Policy

Newbury School



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1. Aims

The policy aims to:

- Provide a **consistent approach** to behaviour management
- Define the school's behaviour expectations
- 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 \(Independent School Standards\) 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
- Defiance

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 any form of weapon
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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 pupil)

Newbury also considers the following to be inappropriate:

- Unauthorised use of mobile phones or other electronic equipment, including listening devices.
- Lack of respect for peers and members of staff.
- Unauthorised use of fire prevention equipment.



4. Roles and responsibilities

4.1 The Governing body

The Governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

4.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher 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.

4.3 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 (incidents will be recorded using Behaviour Watch)
- Implementing sanctions as appropriate
- Recording positive behaviours and implementing rewards
- The senior leadership team will support staff in responding to behaviour incidents.

4.4 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



5. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Attend school and all lessons on time
- Have the correct equipment required for their lessons
- Display a positive attitude towards learning
- Complete any incomplete work during catch up sessions
- Refrain from bringing drugs or items that may be used as a weapon to endanger others into school
- Not attend school under the influence of drugs or other banned/ illegal substances.
- Adhere to the school's values (Honesty, integrity, consistency and transparency)
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect (Wilful damages will be chargeable)
- Wear appropriate clothing
- Hand mobile phones in each day
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school



6. Rewards and sanctions

6:1 Rewards:

Newbury School celebrates positive behaviour and takes every opportunity to reward our students for their hard work and positive attitude. We recognise our students' efforts to promote the school values through their conduct both within and outside the school in the community.

We reward our students' positive behaviour through:

Positive behaviour will be rewarded with:

- Student of the week and month rewards
- Merit marks – Class Dojo will be used for the purposes of recording such
- Letters or phone calls home of acknowledgement to parents
- Special responsibilities/privileges
- Off Site Trips/Activities
- Staff praise: The main form of reward in any classroom is verbal or non-verbal praise. This is immediate and reinforcing of achievement/desired behaviours. In order to increase effectiveness, praise is linked specifically to learning objectives/success criteria for the lesson or to behaviour targets. Pupils are encouraged to praise the successes of their peers and to recognise their own successes.
- Work display
- Inexpensive prizes for individuals or groups
- Certificates
- Sharing good work in assemblies



6.2 Sanction:

The justification for any sanction could consider different factors and may vary from one situation to a next. Factors may include the individual's needs, whether a specific behaviour is persistent and the severity of the behaviour etc. Any sanction that is implemented will be strategic to bring about a positive outcome. Moreover, to maintain the safety of all those within the school.

The school may use one or more of the following consequences in response to unacceptable behaviour:

Sanctions			
Permanent exclusion	Fixed term exclusion	Police contacted	Report
Meeting with parents/ Carers	Meeting with SLT	Meeting with behaviour lead	Key working session
Parents/ Carers contacted	Charged for damages	Restorative justice	Isolated learning
Off-site learning	Catch up sessions	Student searched	Accompanied time out of the classroom
Loss of break and offsite privileges	Verbal warning	Behaviour intervention plan	

6.3 Reparation

The school aims to encourage children to take responsibility for their behaviour and “put things right” in order to close the incident.

The ingredients of this are:

- Merit marks
- Understanding what was wrong
- Feeling remorseful
- Trying to make amends for what was done
- Exploring strategies for better future action

Children like to be treated fairly and respond to this well. Reparation is not a punishment and should not be used as such. Staff on duty are available to assist the student in “putting it right”.



7. Behaviour management

The school recognises the importance of the use of effective behaviour management strategies and de-escalation techniques before consequences are applied through using the relationship model. We make every effort to ensure that consequences/sanctions are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding.

7.1 Searching:

Newbury school staff may carry out routine searches on random students. The Headteacher and staff members authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item in their possession. Searches may be conducted using a handheld metal detector, however, the staff member must be the same sex as the student. Another staff member will be present during the time of the search as a witness. Staff members are authorised to search a pupil of the opposite sex with or without a witness present, where there is reason to believe that there is a serious harmful risk to the student or others.

If a student refuses, the school may exercise its right to deny the student entry to the premises. Health and Safety Legislation requires a school to be managed in a way that does not expose students or staff to risk or harm. If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend. (Searching, screening and confiscation guidance January 2018 and school's own policy 2021).

Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.

These items will not be returned to pupils. In some instances, the police will attend the school to take possession of such items.

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](#).



7.2 Critical Incidents:

Staff members have an essential role to play in supporting the emotional health and well-being of the students and in maintaining control of the school environment. A critical incident may be defined as any sudden and unexpected incident or sequence of events which causes trauma within the school environment and overwhelms the normal coping mechanisms of the school. If an incident does occur, staff are required to complete a critical incident form on Behaviour Watch within 24 hours.

7.3 Monitoring Behaviour

Incidents and consequences are recorded using “Behaviour Watch” (online tracking programme) and discussed at meetings before or after school.

Important considerations include:

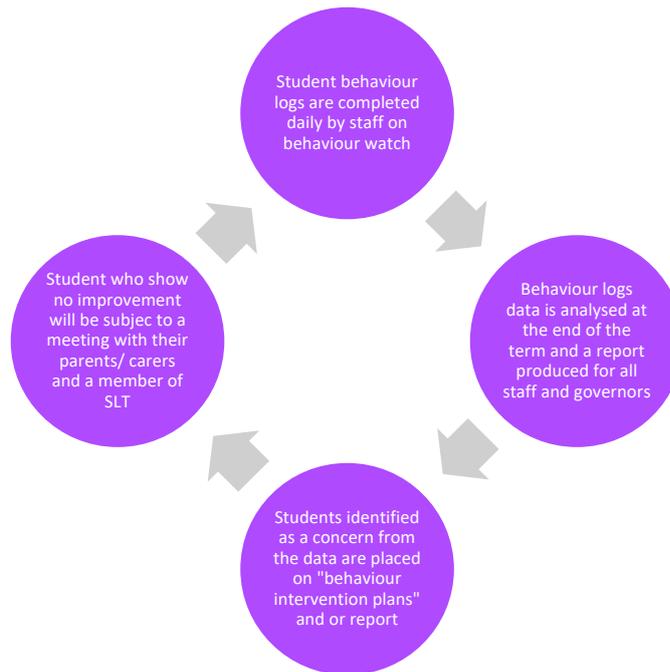
- Accompanied time out of the classroom
- All consequences should take account of individual special needs
- The child should understand that for the specific unwanted behaviour, a consequence is being applied for (social stories or cartooning may be used).
- A focus upon the misbehaviour rather than the child
- The child to reflect what they should do in future
- Consequences appropriate to the misbehaviour and the child;
- Timing; should be as soon as possible when the child is calm and receptive
- Praise after the punishment, to encourage more positive behaviour.

All students will be supported with a Behaviour Intervention Plan. The plan will use personalised strategies to reduce negative behaviour. This behaviour intervention plan takes into account each child's background and circumstances enabling us to meet the diverse needs of our students. This plan should be used as a tool to appropriately respond to an individual's behaviour. A Behaviour Support and Intervention plan identifies the triggers for the negative behaviour of an individual pupil, as well as his/her positive behaviours and effective management strategies. A programme of intervention is then devised and shared by all staff and reviewed/adjusted on a regular basis. A Risk Assessment will form part of the BIP. Newbury also utilises student behaviour reports to set daily targets to improve behaviour. The reports are completed on Behaviour Watch. The Behaviour Intervention Plan and reports will be shared with all staff. The SLT conduct regular behaviour observations to help monitor behaviour.

Newbury liaises closely with various multi-agency professionals, such as; YOTs, LACES, CAMHS, Alternative Education Providers, Police and school panel, Police Community Officers, with an overall goal to positively influence the behaviour and learning of our learners.



7.4 Cycle of behaviour monitoring and assessment



7.5 Risk Assessments:

All new students will be risk assessed as a part of the induction process. This will be carried out by the student's form tutor. The risk assessment will be reviewed within the first six weeks induction period. All risk assessments are reviewed and updated regularly.



8 Care and Control of students

We have experienced staff at the school who employ a range of strategies to divert negative behaviours and de-escalate tense situations. Effective use of humour, tone of voice/body posture, negotiation, offering choices or diversion etc. Can successfully prevent the escalation of negative behaviour. However, we recognise that occasionally a situation may escalate to a point where physical intervention is the only option to ensure the safety of a student or those surrounding. We will only exercise this option as a last resort.

- Emergency restrictive physical interventions will be used to prevent injury or serious damage to property. Before using restrictive physical intervention in an emergency, staff will be confident that the possible adverse outcomes associated with the intervention will be less severe than the adverse consequences which might have occurred without the use of physical intervention.

Very occasionally a child or a member of staff will be injured during a restrictive physical intervention. The injured person will be seen by a trained first-aider and treatment recorded, following school policy. A child protection form will be completed using behaviour watch and sent to the appropriate area office, in the event of a child being injured. All staff who have been involved in a physical control are offered a verbal debrief by their immediate colleagues as soon as possible after the incident. They can also seek a further debrief from any of the senior leaders on duty.

8.1 Use of “put it right” rooms/area or safe places

The put it right rooms/areas can be used for a number of reasons:

- If restrictive physical intervention by staff can cause the child’s level of arousal to escalate, leading to increased danger of physical harm to members of staff or the pupil themselves.
- If allowing the pupil to roam freely may lead to the pupil absconding and putting themselves in danger.
- If releasing the child into a furnished room may lead to extensive damage to property.
- Time to talk incidents through, away from the rest of the class, supported by staff.
- Complete unfinished work
- Individual on-site education
- A “half way house” between the calming down room and rejoining the planned activity
- A quiet area to work independently/think etc away from distractions and avoid inappropriate behaviours

Any appropriate quiet area can be used as a put it right area, or “having a chat” with a member of staff, while completing a job, enables the young person to get themselves ready to rejoin their peers.



9. Training

Our staff are provided with training on managing behaviour, including proper use of restraint. Our staff are also trained in de-escalation strategies. Behaviour management will also form part of continuing professional development.

All our staff are trained in restraint procedures using the National Federation of Personal Safety (N.F.P.S) techniques. The techniques that are taught under NFPS Scheme of work have been medically assessed to reduce the risk of injury and potentially exposing the children and young people in our care to positional asphyxiation. Each staff member is assessed for competency in using the restraints safely.

Training will be refreshed every 12 months to ensure that staff are working within the remits of best practice to ensure the welfare of our children and young people. Staff members are shown the appropriate and safe techniques to use should they need to intervene in a situation with a young person.

Physical Interventions will only be considered and used as a last resort when:

- all other courses of action would be likely to fail
- to avert an **immediate danger** of personal injury to the person, or another person
- to avoid immediate danger of serious damage to property.

Whenever possible, this should involve more than one member of staff, using minimum and reasonable force, in order to restrain and calm the person involved.

10. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the Governing body every year. At each review, the policy will be approved by the Headteacher.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti - bullying policy
- Exclusion policy
- Positive handling policy
- Searching, screening and confiscation policy.



12. Key Working Sessions/ Restorative Practice

12.1 Any appropriate quiet area can be used for this purpose.

- Time to talk incidents through, away from the rest of the class, supported by staff.
Assists staff to find out what lies behind the behaviour and address any underlying issues, giving opportunities to discuss feelings.
- Complete unfinished work
Allows pupils to catch up on work away from the rest of the class.
- Individual on-site education
Provides a pleasant and safe environment to complete work and reflect on behaviour
- A “half way house” between the quiet area and re-joining the planned activity
A child may well be calm but not yet ready to re-join their peers
Assists staff to find out what lies behind the behaviour and address the real issues.
Gives opportunities to discuss feelings
- A quiet area to work independently/ think etc away from distractions and avoid inappropriate behaviours
A pro-active strategy to prevent disruption enables the child to learn how to avoid conflict by making different choices.

12.2 Putting it right

The aims of this policy include:

- To promote a whole school ethos concentrating upon positive aspects of behaviour
- To encourage the development of:
 - Self-respect
 - Respect for others
 - Positive interpersonal relationships
 - Respect for the fabric of the school
 - Accepting personal responsibility for one's actions

Giving children time to reflect and respond is an important part of this process. This practice should not be viewed as a punishment or a sanction but as an opportunity to take responsibility, accept consequences and to start again



Procedures and definitions

The following procedures shall be prerequisite for the exercise of the powers specified in this policy:

1. "Persistent" for the purposes of this policy shall be taken to mean an accumulation of instances of seriously inappropriate behaviour for a period of time not more than one school term.
2. Incidents, strategies, Intervention Plans and meetings must be recorded.
3. Records must be available for the Headteacher and Governing Body
4. Procedures will be followed as laid down by the DfE.

12.3 Restorative Justice

This is a process whereby the offender meets their victim to explain to the offender the impact of their actions, enabling him or her to understand the consequences of their actions. At Newbury, we use such cases as opportunities to teach good behaviour and responsibilities of a good citizen. Restorative justice can be done between two or more students and/or staff and students.

Restorative justice process:

- Student commits a serious offence (bullying, hitting, injuring etc.)
- Victim and offender receive pastoral support
- Victim meets the offender for mediation
- Offender apologises
- Sign restorative form
- Offender continues to be monitored and to receive more guidance



Appendix 1

Consequences

Time out of the classroom group

If behaviour is so severe that it is disrupting the learning/activity of the rest of the class/group, the child will leave the normal working environment. Time out of the classroom must be supervised and it should be limited to the minimum amount of time needed for the child to become calm enough to resume normal activity. Tasks missed will be expected to be completed either during break time, off site activity time or after school – with supervision.

Loss of privileges

If a child fails to adhere to the Behaviour plan for a period they will have to pay back time during break, lunch, after school or during off site activities.

Contact with home

A telephone call will be made to parents/carers by a member of school staff.

Referral

Senior staff will be contacted in the event of:

- Serious incidents – violent, threatening or abusive behaviour
- Long running disruptive behaviour

Parents/carers will usually be contacted and this may lead to a meeting.

Meeting

If the child does not respond to low intervention consequences then parents/carers will be invited to attend a meeting in school. Other professionals may be invited to attend this meeting.

Individual on-site education

Many of our children have learnt to use inappropriate behaviour to gain control. We will encourage children to understand that following the rules and complying with instructions is the best way to achieve. If a child does not respond to any of the previous consequences, continues to disrupt the learning of others or presents a danger to themselves or others then they will be educated away from their peers. This will usually be planned in advance or be a part of the Behaviour Intervention Plan and will last for part or whole of a day. Usual staff will normally supervise, additional staff may be asked to support the class.

- Parents/carers will be informed of the individual onsite education.
- The individual onsite education and its staffing will be discussed at the before or after school meeting.
- The reason for the individual onsite education will be understood by the child.
- The child will be given work in a separate, identified, room



- A member of staff will work in the same room
- When one task is finished the next will be offered.
- If the individual onsite education runs over a lunch period then the meal and the break will also take place away from other children.

Exclusion from school

Exclusion is usually the last resort when all other positive strategies and sanctions have failed to bring about any improvement in behaviour. It may also operate in very serious cases of unprovoked violent or abusive behaviour towards staff and/or children.

The decision to impose an exclusion will only be made by the Senior Member of Staff in conjunction with members of school staff team.

Exclusions will be fixed term of one or more days depending on the nature and severity of the incident. Parents, carers, any other involved agencies will be informed of the exclusion and the date of return to school. The aim is always to return the child to school as soon as possible.

Parents or carers will be expected to bring the child back to school after a period of exclusion to discuss the incident and explore strategies to prevent a reoccurrence.

During this return to school meeting the child will be included and asked to contribute. This will be conducted in a way that is appropriate to the age and ability of the child concerned and shared with relevant staff. The meeting is recorded which is stored on file.

Permanent exclusion

Philosophy

Both the Headteacher and the School Governing Body will only take the step of permanently excluding a pupil with the greatest possible seriousness and consideration.

The decision to exclude permanently is a serious one. It is usually the final step in a process of dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and should normally be used as a last resort.

Grounds for permanent exclusion

There will be four grounds on which the School Staff and Headteacher may consider permanent exclusion appropriate:

1. Behaviour that endangers the health or safety of another person.
2. Behaviour that requires persistent and unavoidable physical restraint
3. Behaviour that persistently undermines the delivery of the educational entitlement of other pupils
4. A serious breach of criminal law which takes place while the pupil is in the care of the school



Appendix 2

Working with Children – staff skills

Working with pupils requires additional considerations and techniques over and above what is needed in a mainstream school.

Some skills are simply good practice, others require additional knowledge and experience.

This appendix addresses

1. Normal working situations
2. Unplanned situations

1. Normal working situations

It cannot be overstressed that the requirements of good practices are most important with our children. Routine and consistency give pupils security which is calming and sets the right conditions for education. Good practice is one of our most effective tools in preventing problems so:

DO

- Be on time
- Be properly prepared
- Be positive and encouraging
- Be aware of different abilities
- Be aware of the impact of different disabilities on behaviour
- Be aware of different learning styles
- Use a range of different teaching styles
- Provide varied and appropriate tasks
- Stay with your group at all times
- Be confident
- Insist upon good routines (e.g. neat work, manners, appropriate appearance etc)
- Take control of organising the environment (e.g. seating, entering, leaving etc)
- Share objectives with pupils promptly
- Be clear and decisive
- Be aware of interaction within the class
- Ensure challenges to your control are made explicit to all pupils
- Be honest – respond to things that you and the pupil know that you have noticed
- Be reasonable
- Be fair and consistent

Your attitude towards the pupils is most important. Most of them are skilled in understanding minimal communication, particularly non-verbal communication, so:

DO

- Be calm and assured, confident in your ability
- Be clear about what is acceptable
- Be open
- Be non-biased
- Be kind to yourselves – no-one can deal with every situation
- Take time to reflect
- Be prepared to ask for support and advice



Allow the children room to manoeuvre – if they feel forced into a corner they will fight back in one way or another.

Non-verbal behaviour is particularly important – it often conveys more than the words you are using, so:

DO

- Engage in eye contact when making a point
- Be aware of your own body language
- Show you are listening
- Adopt a calming posture – sitting down is good
- Smile
- Keep out of pupil's personal space
- Use appropriate physical contact
- Be attentive
- Be aware of your non-verbal behaviour all the time
- Try to see yourself as others may see you

Your verbal communication is a useful tool when used well, so:

DO

- Give frequent assurance and support
- Acknowledge problems
- Tease out difficulties with children – listen, reflect, paraphrase
- Interpret what you feel is going on – making things explicit is a powerful de-escalating device.

2. Unplanned circumstances

Problems will occur with our pupils. These points should be borne in mind, but remember “prevention is better than cure” so always try to anticipate problems and intervene or redirect at an early stage – e.g. assess the child as they leave the taxi/ house unit/ class or on entry to the room and be flexible with delivery to meet need, use other staff on duty to support a young person in difficulty. When a problem occurs admonishment is the main skill but it will only be effective:

- a. in a context of good pupil/staff relationship
- b. if used sparingly

DO

- Be private where possible
- Ensure you reprimand the correct pupil
- Avoid sarcasm
- Make sure the behaviour is criticised not the child
- Be firm – you are in control – reprimands are not a negotiation
- Make sure the pupil feels respected – otherwise the admonishment will have no effect
- Make the admonishment lead into something positive
- Attempt to be consistent
- Avoid idle threats – if you can't carry out a sanction don't mention it
- Deal with situations yourself wherever possible – involve higher “authority” sparingly
- De-escalation is of vital importance. At times our children will lose control. Please remember on these occasions staff behaviour is crucial – it can both improve a situation and make it worse. Involving another member of staff as enabler can resolve the situation without conflict.

Try at all times to follow the previous DOs. At times of crisis it is hard to remain calm and reasonable and all too easy to forget good practice. Try not to let things get to that stage.



DO

Remember if you appear to be aggressive you are likely to promote greater aggression

Remember that your state is communicated by:

- Tone of voice
- Volume
- Facial expression
- Gesture
- Body posture
- Movement

Send out signals that show you are not:

- Out of control
- Scared
- About to attack
- Use a slow, steady, clear voice
- Keep hands open and hold palms down
- Give personal space
- Maintain eye contact but with care – too much is threatening
- Try to sit or stand a way that conveys calm, control and personal confidence

If you need to relax try these – with the pupil too

- Say stop (to yourself)
- Take some deep breaths
- Consciously relax your face muscles
- Take some more deep breaths
- Consciously relax your shoulders, arms and hands
- Continue what you were doing at a slow relaxed pace



Procedures and definitions

The following procedures shall be prerequisite for the exercise of the powers specified in this policy:

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6. Incidents, strategies, Intervention Plans and meetings must be recorded.
7. Records must be available for the Headteacher and Governing Body
8. Procedures will be followed as laid down by the DfE.

This policy has been written & authorised by:

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NEXT REVIEW DATE	JULY 2022
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