

**Beverley School**  
**BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE AND SANCTIONS POLICY**

**Legal Status:**

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 paragraph 24 (3) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Equality Act (2010), Education Act (2011)
- DfE Guidance (2014) *Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff* (DfE Website – [www.education.gov.uk](http://www.education.gov.uk)) including *Getting The Simple Things Right*, Charlie Taylor's Behaviour Checklist (DfE 2011) and non-statutory advice 'Behaviour and Discipline in schools' (2014)
- *Use of Reasonable Force. Advice for Principals, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.

**Applies to:**

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school

**Related Documents:**

- PILLARS Training
- Anti-bullying Policy and Procedures; Safeguarding Young people - Individual Protection Policy and Procedures; Exclusions Policy; Physical Intervention – Use of Reasonable Force, and Supervision of Young people Policy.
- Appendix A: Managing and Modifying Young people's Behaviour
- Appendix B: Encouraging Positive Behaviour
- Anti-bullying Policy and Procedures, Safeguarding Students - Individual Protection Policy and Procedures, Exclusions Policy, Physical Intervention – Use of Reasonable Force, Spiritual, Moral, Social and Cultural policy (SMSC) including Personal, Social, Health and Economic (PSHE) education
- Care and Control Policy

**Staffing Method**

This process requires:

- strong school leadership, and a clear, well organised and consistent approach to behaviour management;
- an understanding of and access to sources of expertise in current legislation, research and philosophy on promoting positive behaviour and on handling student's behaviour where the individual may require additional support;
- fulfils the duties under the Equality Act 2010; including issues related to students with special educational needs or disabilities and provides reasonable adjustments and support systems for these students;
- promoting positive behaviour within the curriculum for supporting personal, social and emotional development;
- recognition that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of the school.
- all staff to provide a positive model of behaviour by treating students, parents and one another with friendliness, care and courtesy;
- supports teachers with classroom management;
- implementing rewards and sanctions; behaviour strategy and the teaching of good behaviour;

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- managing students' transition, liaising with parents and other agencies;
- maintaining facilities to a high standard and
- taking disciplinary action against young people who are found to have made malicious accusations against staff, potentially including a fixed term, or if necessary permanent, exclusion.

The policies, working practices, documentation and record keeping support the implementation outlined above.

#### Availability:

This policy is made available to parents/carers/guardians staff and students from the school office and website

#### Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head teacher
- The Proprietor undertakes an annual review of this policy and the efficiency of its implementation by no later than one year from the date shown below or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

2018

*Melanie Ellis*

Melanie Ellis

Head teacher



Date: April

Anne Marie Carrie  
Proprietor, Cambian Group

### Behaviour Management including Discipline and Sanctions Policy

#### Student Profile

Our School provides for those with emotional and social difficulties (ESD), as well as other needs or diagnoses, including mental health, ADHD, ADD, and other difficulties. Most of our young people are referred to us and funded through the local authorities. Our age range may vary depending on specific cases; however most of our students will range between 9-18 years of age. Some of our young people will have a Statement of Special Educational Needs or an Education Health Care Plan. Others may be undergoing assessment.

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## Student Profile

Young people who have experienced Individual Sexual Abuse (CSA) or Individual Sexual Exploitation (CSE) (generally in the older age range 11-19 years) may have been referred to us as an emergency or an assessed placement, via the SACCS care route. Some of our students attend mainstream school or a school of further education. A significant number of students may have a broad range of educational difficulties, ranging from MLD, ESD and ASD/AS. Our Education programs range from a 12 week assessment within the residential care home, to full-time education in our school.

## Statement of Intent

This policy is designed to promote and create a framework for achieving good behaviour, rather than merely deter anti-social behaviour. It is directly related to the social, physical and emotional well-being of everyone meaning we aim for every member of the school community to feel valued and respected, and each person to be treated fairly and well. In the main, encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad as negative reinforcement can, in fact, be counterproductive. Young people should be given a positive choice to behave well whilst reminded of the consequences of not doing so. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to help all members of the school to live and work together in a way conducive to learning by creating a stable and secure environment that encourages respect for others while acknowledging the particular difficulties this represents for our young people.

We believe that young people flourish best when their personal, social and emotional needs are met to ensure high self-esteem and where there are clear and developmentally appropriate expectations for their behaviour. To this end we encourage all members of the School to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, bad language, vandalism and theft, which undermines these aims. This policy is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos.

Expectations of good behaviour are high and the young people should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to encourage restorative justice wherever possible and to use sanctions only where absolutely necessary. This policy reflects the school's stated aim of enabling all its students to develop habits of self-discipline and the attributes of a good citizen. It reinforces the values and expectations that are published in classrooms and in planners. We have an emphasis on self-discipline and believe that whenever possible desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by teachers. Inherent in the ethos of the school is respect for the individuality of our students. Important to us all is the manner in which we relate and speak to students and to one another, each day. Staff should never use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language. They must instead aim to build, and repair where necessary, positive working relations founded on considered communication and collaboration. The key to good behaviour management is to reduce the likelihood of difficult behaviours occurring. By careful planning and preparation and by involving young people in a positive way in establishing clearly defined and easily understood boundaries, difficult behaviours can be minimised. Young people will know that sanctions are applied justly and in a consistent manner. Distinction will be made between serious and minor offences.

It is recognised that behaviour problems in the school environment are significantly reduced by:

- Interesting, well prepared, appropriately resourced and relevant activities
- Clarity and consistency of expectations and consequences

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- Early involvement of relevant key personnel when problems arise
- Building positive relationships with mutual respect between staff and young people

As part of our Behaviour Policy Our school believes that students should feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

### Aims.

It is hoped that each individual in our school will be:

- Well educated with a love of learning, ready to engage with a wider world;
- Happy and self-confident with a good sense of humour;
- Generous in spirit, kind to others and aware of others' feelings;

We motivate young people to:

- Work hard; behave well; obey the school rules; treat all members of the community with respect; show self-respect.

We ensure that students are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

The School aims to provide:

- good adult role models of caring co-operative behaviour;
- the reinforcement of positive attitudes to expectations;
- the celebration of a wide range of achievements;
- an acceptance by all staff of a responsibility for maintaining good discipline.

Our School makes the relevant information available to comply with the above aims. The policies, working practices, documentation and record keeping support the implementation outlined above.

In formulating our Behaviour Policy we first define the terms '*behaviour*' and '*discipline*'. *Good behaviour* is conduct that assists the School to fulfil its function. *Discipline* is the system of rules for good behaviour that aims to develop self-discipline in students and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in students an acceptance and recognition of responsibility for their own decisions and actions together with the consequences.

The School rules are based on respect, accountability and concern for others. We feel they promote a sense of community and collective responsibility with the school. In having rules we hope to ensure the health and safety of the young people whilst providing a happy and stable environment for staff and students. However the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We aim to teach young people to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development. Whilst we would expect all staff to provide mutual support, there is a hierarchy of referral via key worker through to the Principal. In serious cases, staff should enlist the support of colleagues and senior staff, whilst maintaining their involvement and responsibility.

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### Young people learn best when:

- Everyone enjoys coming to School, feeling valued and respected
- They are motivated and inspired to succeed and see the relevance to their future
- Their efforts and achievements are recognised, and celebrated
- Their learning experience is meaningful and varied, stimulated by their own interest which is promoted and sustained
- They are confident within a supportive, secure, structured, well-resourced and well-managed environment
- There are clear, achievable but challenging expectations
- They are actively encouraged to express themselves appropriately and make choices and decisions

### Teaching is effective when:

- Good communication is valued by all. We believe that people should communicate with one another with politeness and in ways that show respect for all.
- The needs of the individual leads curriculum planning
- There are accessible, flexible and stimulating strategies responding to students learning styles
- Staff consistently encourage students to achieve their best
- There are expectations for students to take responsibility for their own behaviour
- It co-ordinates the advice of all the disciplines involved with the individual
- Systems are monitored, assessed and reviewed

### The Role of the Principal

The Principal's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. The Principal has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the Principal who is expected to ensure the implementation of the above aims and additionally to:

- make provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and
- Familiarise new staff members with the schools behaviour policy and guidelines for behaviour.

### The Class Teacher and Classroom Management

The class teacher has prime responsibility for pastoral care. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning. Well planned, interesting and demanding lessons make a major contribution to good discipline. Staff are supported with effective classroom management strategies to ensure effective behaviour management (see Managing and Changing Young people's Behaviour Document). Within the classroom, young people will be given the opportunity to take responsibility and to use their initiative for the good order of the class. The general practice of classroom management involves many rewards being given to young people on a daily basis. These include verbal praise, written remarks about good work, stickers/stars, sending young people with their work to other teachers/Principal and a points or house system. School reports are also seen as a means of constructive praise.

### The Role of All Staff

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All staff are expected to encourage good behaviour and respect for others in students and to apply all rewards and sanctions fairly and consistently. Staffs are also responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.

All Staff should:

- have high expectations for young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, trusting, supportive and constructive relationships with them;
- hold positive values and attitudes and adopt high standards of behaviour in their professional role;
- communicate effectively with parents, colleagues and carers, conveying timely and relevant information about attainment, objectives, progress and well-being;
- have a commitment to collaboration and co-operative working where appropriate;
- manage young people's behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy;
- use a range of behaviour management techniques and strategies, adapting them for individual needs as necessary to promote self-control and independence of young people and cooperation through developing their social, emotional and behavioural skills and
- ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

### The Role of Students

Students are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedures and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported.

### The Role of Parents

Our School strongly encourages an ethos and culture where by there is clear communication with, and the support of parents. Parents are expected to take responsibility for the behaviour of their individual both inside and outside the School We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their individual's welfare or behaviour. We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents, young people receive consistent messages about how to behave at home and at school. We expect parents to encourage their young people to support the school rules, their individual's learning, and to co-operate with the school, as set out in the home-school agreement.

### Other Agencies

Our School has access to Counselling facilities, educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

### Standards of Behaviour

Our School demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a individual enters the school. All staff are expected to promote good behaviour and self-discipline amongst students and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and lessons are required. It is appreciated that there will be variations in staff acceptance and tolerance of students' behaviour in class depending on the nature of the class and content of the lessons, but behaviour which does not allow constructive teaching and learning is unacceptable. All staff have a duty to ensure that disruption is not tolerated. Through regular discussions at staff meetings, the school endeavours to ensure that staff apply all standards fairly and consistently.

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## The School Environment

We are well aware of the impact of the school environment on the behaviour of our young people. If we are to raise self-esteem and demonstrate the value of each individual member of our school, then we must make sure that this is reflected in the appearance of the school. The care and sensitivity with which young people's work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all. Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around. The young people will also be encouraged to be likewise aware so that they feel they personally have a responsibility for keeping the school clean, tidy and attractive. Young people showing pride in their own classroom is the first step towards this.

We wish to promote a school environment where:

- all students have a right to work in a calm, undisturbed, supportive and purposeful atmosphere;
- if they are going outside the classroom, students should move from lesson to lesson quickly, but calmly so that they are punctual;
- to benefit fully from lessons students should have all necessary equipment and books;
- positive self-esteem is encouraged along with concern for the well-being of others;
- school rules, stated positively, are understood and applied consistently;
- the attitudes and values with reference to Spiritual, Moral, Social Education (SMSC), Personal Social Health and Economic Education (PSHEE) and Citizenship lessons permeate the school day;
- high expectations, both in work and in play, create a positive attitude to learning for life;
- all members of staff refrain where possible from physical contact with the young people, except for example when first aid is required;
- all have a right to attend school without the fear of being bullied;
- praise rather than blame, is the norm;
- students should put all litter in bins and leave classrooms clean and tidy;
- They should also adhere to the school uniform/dress code and refrain from using make-up, nail varnish and unnatural hair colours.

Students should confine items of jewellery worn at school to a watch and, in the case of girls, one pair of stud earrings to be worn in the earlobe only which should be removed for P.E. (Please note that the school cannot take responsibility for jewellery, - expensive items should not be worn for school). Boys are not allowed to wear an earring in school – even if it is covered with a dressing. Students should hand in to the Class Teacher any medication, apart from asthma inhalers, brought into school. Students should be very careful crossing roads outside the school grounds. Buying and selling in the school is not permitted unless as part of a pre-arranged activity e.g. selling cakes for charity.

## Expectations.

These are:

- to promote the well-being of self and the school community;
- to encourage the development of personal independence and responsibility;
- to promote the creation of an atmosphere conducive to learning.

Our School is opposed to discrimination on the grounds of sex, race or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals.

This school is opposed to any form of open, or concealed, racism or racist behaviour. All students, staff and parents have a right to be treated equally regardless of ethnic origin, colour or religion. Young people should be encouraged to accept responsibility for their own behaviour. Young people are

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expected to behave in a manner that will maximise their learning opportunities - and those of their group members. Behaviour which does not enhance learning opportunities will not be tolerated. In such cases of unacceptable behaviour during lessons the Principal is to be informed.

### **Our School Golden Rules:**

- Be kind and caring to others
- Respect your teacher and your friends
- Respect the school environment
- Always try your best

### **Unacceptable behaviour is:**

- that which can damage/hurt (in *any* way) a person or their property;
- that which is offensive or inconsiderate;
- that which interferes with the rights of teachers to teach and young people to learn.

Rules are deliberately few in number and should be stated positively and clearly. Young people should always be aware of why they exist. Our School Rules should be well known to all and reinforced consistently.

### Code of Conduct and Care for Others

In order to maintain a happy, safe, working environment in which staff and students can perform to the best of their ability we expect all members of Our school to conform to the following code of conduct.

- All students of the School should show consideration, courtesy, respect and sensitivity to one another, to visitors to the school and to those of the public they come into contact with.
- The School will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the School.
- Any incident of bullying should be reported to an adult immediately. (Please see school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and sanctions for the perpetrator decided upon, support should also be extended to him or her in the form of assistance from the Principal or outside agencies.
- We expect all members of our school to refrain from overly physical contact with one another.
- In particular no items of monetary or sentimental value should be brought into school or taken to off-site PE activities and individual guidance should be followed regarding valuables on school trips and residential courses

*Intentional damage to school or personal property will result in contact with parents to seek reimbursement of the cost of repairing the damage.*

### **Rewards**

Throughout the school, good behaviour is promoted at all times. Our School believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise young people's self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise students and, where appropriate, reward them for good behaviour and good work. The particular and individual challenges faced by young people mean that staff should actively seek out examples of appropriate and socially acceptable behaviour, identify and acknowledge that behaviour and then reward it. Care should be taken to affirm young people who are "always good". They should not feel that the

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occasional badly behaved individual is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded. *Our rewards policy supports the belief that all members of the school have the right to be treated with fairness, honesty and respect and therefore to act with such. It seeks to recognise and reward young people who demonstrate this sense of responsibility.*

Practical praising strategies with specific reference to ESD:

- Praise what the individual has done rather than the individual himself
- Be specific with praise – focus on what has actually been achieved (work, behaviour)
- Avoid competition / comparisons with others
- Understand how young people like to be praised

#### **Reward Awarded For:**

Points System

Work & behaviour in class

IEP targets

Certificates

Exceptional effort or progress & personal growth

Exceptional progress & personal growth

Exam results

Impromptu trips

Exceptional personal achievement

As & when

Verbal praise

Work & behaviour

As & when

Behavioural management rewards

Sustaining positive behaviour

As & when

We praise and reward young people for good work and behaviour in a variety of ways:

- Teachers congratulate young people;
- students can work towards a class incentive scheme
- Recognition of personal qualities by peer group through the election of House Captains, School Council Members etc.
- Staff are encouraged to send outstanding pieces of work and young people with their work to the Deputy Head, Principal or other teachers.
- Young people can visit other classes to share their good work or may be chosen to share it with visitors.
- Displaying good work around the School.
- Young people are given Special Helper roles throughout the school, and encouraged to take pride in their role, and are praised for this. Roles may include snack monitor or leader.
- Young people are encouraged to share details of awards and achievements they may have attained outside of school, e.g. winning a cup for the area cricket club.

The school acknowledges all the efforts and achievements of young people, both in and out of school. Young people are given the opportunity to take on responsibility throughout the year. Young people's successes in all areas e.g. academic, personal, artistic, sporting etc. are always celebrated.

#### **Behaviour Management**

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The consequences of any misbehaviour should be logically related. Under no circumstances is it appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to encourage young people to care about good class behaviour. This contributes to community building and fosters pride in the school. Restrictions on the student's natural impulse to explore and develop his/her own ideas and concepts are kept to a minimum. Sanctions applied in the case of unacceptable behaviour, take into account the age and stage of development of the student. The sanctions given at the time the misbehaviour occurs (or soon afterwards), are relevant to the action and are fair and chosen dependent upon the severity of the offence or, in the case of minor offences, their frequency and the degree of disobedience involved in their repetition.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We expect young people to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. We expect young people to try their best in all activities. If they do not do so, we may ask them to redo a task. If appropriate, a letter of apology or explanations for behaviour is required from the miscreant. The safety of the young people is paramount in all situations. If a individual's behaviour endangers the safety of others, the class teacher stops the activity and prevents the individual from taking part for the rest of that session. Disciplinary action should be appropriate to the misdemeanour and should take place as quickly as possible. The class teacher *may* discuss the matter with the student's parents at the end of the day, if deemed appropriate.

The Principal or the Deputy Head will be informed if the unreasonable or antisocial behaviour continues and if necessary will call the parents for a meeting about their general behaviour and a daily/weekly behavioural chart may be set up by the class teacher and monitored by the Principal. Young people need to have set boundaries of behaviour for their own safety and the safety of their peers. In our School, we aim to establish these boundaries in a way that helps the individual develop a sense of the significance of his or her own behaviour. Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the individual untouched, i.e. by avoiding sarcasm or words that might humiliate the individual. Young people are encouraged to show positive attitudes to all aspects of school life. Negative attitudes are not acceptable. Major breaches of discipline (physical assault, deliberate damage to property, verbal abuse, persistent disruptive behaviour, etc.) are dealt with firmly by the Principal.

Parents may be asked into school to discuss their individual's behaviour. In rare cases, letters and phone-calls are made to parents and parents may be asked to temporarily or permanently withdraw their individual if the individual's behaviour is placing either the individual or other young people at risk.

### Sanctions

- If an individual is disruptive in class, the teacher verbally reprimands him or her.
- If an individual misbehaves repeatedly, we may remove the individual for the remainder of the lesson and isolate the individual from the rest of the class until they calm down, and are in a position to work sensibly again with others.
- Where a student brings in dangerous, illegal items or any items specified with the DfE 2014 *Behaviour and Discipline in school* guidance, items will be confiscated and additional searches of property will be made.
- Serious incidents of behaviour and the individual must report straight to the Principal, or in his absence, the Deputy Head. This may also include an internal exclusion or permanent exclusion.

### Exclusion (*please refer to the Exclusion Policy*)

We may consider it inappropriate to re-instate a student who:

- Threatened or committed violence against other student/s or staff

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- Sold illegal drugs
- Smoked in the vicinity of the school against the no smoking policy of the school
- Stole from the school or a fellow student
- Displayed persistent and malicious disruptive behaviour, including open defiance of authority
- Engaged in sustained bullying of other students

### **Behaviour Levels and Further suggested strategies:**

All adults working directly with young people at our school can be effective discipline managers by planning ahead for discipline just as carefully as they prepare their lessons or activities. This area cannot be left to chance as, without a disciplined environment, it is unlikely that effective learning will take place. It is possible to plan for most disruptions to lessons. Such planning will allow the teacher to deal with problems as unobtrusively as possible and will focus on behaviour to ensure that everyone's rights are maintained.

### **In a classroom environment the following may inhibit the learning of individuals or their peers:**

Lateness; non-attendance; irregular attendance; poor personal appearance; inappropriate clothing; distracting by playing with items in lessons. Consideration needs to be given to the difference between sanctions and a Consequence.

These behaviours have been divided into four 'Levels' of behaviour. Each level carries with it a series of potential consequences to be used. It was agreed that as each situation was possibly unique and dependent on the difficulties being faced by young people, a degree of flexibility and professional judgement was imperative. In any event, staff should correct inappropriate behaviour wherever and whenever possible to avoid a) the individual thinking it is acceptable and b) a crisis escalating. Within the school we all have a duty to support any individual who is out of their timetabled environment or who is struggling to maintain his/her emotions. If you find the '**lost individual**' you are responsible for their return to their environment. As a responsible adult, do not be afraid to ask for assistance or support, as this will help you to learn more about behaviour management for the future.

### **Level 1 Behaviours**

- Swearing; teasing; shouting; initial refusal to complete request.
- 'Containable issues' where staff feel independent action by them is appropriate (i.e. no involvement of other staff necessary) and they feel confident to take the necessary action. At this level staff should always aim for positive solution. Behaviour at this level would be reflected in the points system and could be discussed by class tutor/House Staff during handover and/or at the end of the day.

### **Suggested Consequences:**

- Verbal disapproval
- Points not earned
- Move seats within class
- Task completion
- Written apology

### **Suggested Strategies to support young people to modify their behaviour**

- When it does not significantly affect classroom rights, it is best to ignore petty, attention-seeking behaviour.
- If a right to teach, learn or be safe is being significantly infringed, remind the individual of the classroom rule e.g. "Jim, you know our rule for..... Please use it."
- Direct the individual to appropriate behaviour.

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- If an individual is ever disruptive during the on-task phase of the lesson, it may be appropriate to direct him/her aside and ask what he or she is doing.
- Remain calm, in general speak quietly and use appropriate assertion. Arguing and anger do not convince.
- Focus clearly on the behaviour which is affecting due rights and the relevant rule or right infringed.
- Expect young people to comply.
- Avoid asking “Why?” questions. (Save these for discussion away from the group). Use “What?” questions instead. Ask ‘What happened?’ ‘I am curious to know...’.
- avoid attending to the argumentative or procrastinating secondary behaviour (pouting, arms folded and turning away, etc.)

### **Level 2 Behaviours**

Support now appropriate - when staff feel that the behaviour warrants a more ‘official’ or ‘formal’ intervention from another member of staff. This does not mean that the behavioural issue / consequence is now simply passed on to another person to deal with, but that another person becomes involved to support the carrying out of the consequence. Examples are throwing objects, some threats of violence, refusal to complete tasks.

If there is a positive solution there is no need to complete incident report sheet.

### **Suggested Consequences / Strategies:**

Involvement of chosen member of staff

- Setting targets with an appropriate reward for achieving goal
- Individual made aware that record of incident will be kept
- Individual made aware that the team manager and class tutor will be informed and that parents may be informed
- Making amends
- Contact with parents (always liaise with house base staff and record home contact)
- Task completion

### **SUGGESTED LANGUAGE**

**When** you have done ..... you will have / be able to.....” **Not** “**If** you do ....., you will have / be able to”

### **Reflective Exercise:**

- Therapeutic crisis intervention individual debrief which is part of the incident report
- The individual is encouraged / required to reflect on his behaviour.
- The aim of a ‘reflection’ is to diminish the possibility of a recurrence of the behaviour and support the individual in aiming for a positive outcome, for example learning a new coping strategy that is pro-social.
- This will involve 1:1 time with the staff member where the behaviour occurred, together with additional staff if appropriate at the time
- The discussion should take place as soon as reasonable after the inappropriate/anti-social behaviour occurs
- The discussion would be better taking place in the individual’s own time (i.e. break or lunchtime) rather than in front of the ‘audience’ of the class group – although realistically this might not always be possible, there should be good reasons why the discussion took place in the lesson rather than ‘a quick word’ during lunch break etc.
- The discussion should only take place if there is the realistic possibility of ‘private’ time for both individual and staff member – allowing time and ‘space’ for discussion of what might have triggered the behaviour.

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- Time taken to discuss and reflect on the behaviour should aim for a positive outcome (e.g. alternative strategies for dealing with the situation that triggered behaviour, discussion of particular anxieties that triggered the behaviour, possible difficulties with work and/or resources, possible difficulties with other young people in the group)
- A debrief or meeting sheet should be kept with a copy of the incident report.
- It is imperative that 'visual conversation' techniques are used to assist the individual to process the information if this is required to support understanding.
- A plan is put in place with the young person as the result of this exercise.

Some behaviours are level 3 or 4 regardless of circumstances as these behaviours represent a threat to the safety of others

### **Level 3 Behaviours**

- Deliberate disruption which may include absconding
- Physical attack
- Serious damage to property
- Racism
- Smoking on the school site
- Individual has not responded to consequences from Levels 1 and 2 and persistent inappropriate/anti-social behaviours are now present.

### **Suggested Consequences:**

Level 3 behaviours must be supported by incident report. All staff are responsible for contacting care staff & education staff about the incident and keeping them informed

- Strategy meeting of all relevant staff may occur with action plan
- Individual put on Monitoring Report
- Restricted activities
- Loss of privileges
- Formal involvement of SMT
- Confined to a safe place
- Contact with parents and meeting if appropriate
- Internal exclusion

### **Level 4 Behaviours**

- Serious incident that will lead to outside agency involvement
- Head now involved due to consistently serious anti-social/inappropriate behaviour from individual
- Behaviours that are not manageable in a school environment.
- Serious physical attack on individual or staff
- Under the influence of illegal substances

### **Suggested Consequences:**

Level 4 behaviours must be supported by incident report. **The key worker of the individual must be kept informed and involved.** A Focus meeting must take place involving all relevant staff

- Referred for formal meeting with Head or SMT
- Behaviour contract, if considered to be appropriate and likely to be effective
- On report to Head or SMT – daily basis (a.m. / p.m.)
- Meeting with parent, individual / LA and Head if appropriate
- Risk of fixed term exclusion made clear to individual / parent / LA
- Potential for permanent exclusion made clear to individual/ parent/ LA

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- Police involvement

### Anti-Bullying

For information of how we deal with incidents of bullying, please see our anti-bullying policy. If a case occurs of severe or persistent bullying, strong sanctions such as exclusion will be implemented.

### Managing Student Transition

As an all age school, there is constant communication between the Keg Stages. Where a young person is leaving us in KS4 to post 16 education this development is carefully managed.

### Careers

The school's career program is an integral part of the PHSEE program and consists of lessons, events and activities which are designed to achieve the learning outcomes recommended in the National Framework 11-19 for Careers Education and Guidance in England. The school has close links with the local careers service.

### Educational Visits

The Principal may not allow students to participate in an educational visit (including residential visits) if their behaviour at school indicates that the student's presence on the activity will be prejudicial to good order and/or safety. Any serious offences, whilst on an educational visit will result in the student being sent home at the parents' expense.

### Serious Misbehaviour: Recording Behavioural Incidents

The school keeps a variety of records of incidents of misbehaviour. The Principal keeps a record of any individual who is excluded for a fixed-term, or permanently. It is the responsibility of the Proprietors, to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Inappropriate behaviour and incidents up to the level of a yellow card are recorded on the behavioural (STAR) chart. These are kept in the classroom.

### Record of Serious Sanctions Book

Any serious incident, that is where very aggressive or uncontrolled behaviour has put other young people at risk or has endangered the safety of the individual concerned, must be discussed with the Principal and entered in the Serious Sanctions Book, which is kept in the office.

*Please refer to our Exclusion Policy for extreme cases, also to our Anti-Bullying Policy.*

### Behaviour outside school (See Behaviour Management on Educational Visits and Off-site Activities)

Student's behaviour outside school or on educational visits and sports fixtures is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school. Students are expected to behave appropriately when travelling on the mini-bus.

### Corporal Punishment

Please note that the use or the threat of the use of **Corporal Punishment** is prohibited under Section 131 of the School Standards and Framework 1998. The prohibition applies to all 'members of staff' including all those acting in loco parentis, such as unpaid, volunteer supervisors.

### Punishments that are humiliating or degrading will not be used.

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**The following sanctions / punishments will *never* be used:-**

- Corporal punishment.
- Any form of hitting of a individual (including hitting a individual in anger or retaliation)
- Deprivation of food or drink or enforced eating or drinking.
- Prevention of contact by telephone parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing
- Withholding of any aids or equipment needed by a individual.

*Concerns about the welfare of colleagues or young people should be communicated to the Principal immediately.*

*Remember, these guidelines will protect you, the young people and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.*

**Physical Restraint**

In our school we fully comply with Pillars. This deals with the principles and practice of support given to the individuals in our care by staff in Cambian locations. It also outlines the legal requirements and the practical procedures that Cambian Education undertakes to ensure the safety of the individuals in our care, staff, directors, and visitors to our locations. Cambian recognises that within its Locations there are a number of individuals for whom physical and/or restrictive intervention may form part of a range of strategies required to meet their needs and to ensure the safety of others. As is required by the law we do not have a 'no touch' policy.

In our school do not hit, push or slap young people. Staff only intervene physically to restrain young people to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Principal and recorded in the individual's personal file. The individual's parents/carers/guardians are informed on the same day. Records are kept of when force is used and parents are informed. Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable. See 'Physical intervention policy' for more information.

**Involvement of Students**

Article 12 of the UN Convention on the Rights of the Individual allows young people who are capable of forming views to express those views. The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programme to reinforce self-discipline and positive work and behaviour patterns.

**Duties under the Equality Act 2010**

In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. Particular consideration will be given to those students with special educational needs or disability when considering behaviour, discipline and sanctions including exclusions. The school will take account of any special educational needs when considering whether or not to exclude a student. Students will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the student. Adjustments will be made according to the students' specific needs. All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Single Equalities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability.

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## THE ROLE OF THE STUDENTS

### The Rights and Responsibilities of Students

Our school believes that as a student you have the right:

- To develop to your full potential in every area of school life;
- To be treated fairly and with respect.

As part of these rights, young people should recognise the following responsibilities:

### RIGHTS

### RESPONSIBILITIES

- I have the right to be safe
- I have a responsibility to make the School safe by not threatening, hitting or hurting anyone
- I have the right to an education
- I have a responsibility to co-operate with teachers, classroom support staff and other young people to make sure that lessons proceed smoothly
- I should not behave in a way that will interfere with the other young people's right to learn
- I have a responsibility to attend classes regularly and to arrive at lessons on time
- I should adhere to the school dress code
- I have a right to be treated with understanding
- I have a responsibility to treat others with understanding – not to laugh at others, tease others or try to hurt their feelings by name calling
- I should help other members of the school, particularly those who are new or younger than me
- I have a right to be treated with respect and politeness
- I have a responsibility to treat others politely and with respect
- I have a responsibility to respect the authority of teachers and learning support staff
- If necessary I have a responsibility to disagree without being disagreeable
- I have a right to expect my property to be safe
- I have a responsibility not to steal, damage or destroy the property of others
- I have a right to be taught in a pleasant school environment which does not put me at risk
- I have a responsibility to take care of the school and its resources
- I have a responsibility to inform staff about any damaged equipment or fittings
- I accept that adults may more easily see dangers and I will comply with their instructions
- I have a responsibility to report others I see damaging school
- I have a right to enjoy a healthy lifestyle while I am at School
- I have a responsibility not to bring tobacco, alcohol or drugs into school

### The Right to Learn in a Calm and Undisrupted Atmosphere

Students should move around the school calmly and quietly. Homework and the date for handing it in should be written down in the homework diary. All work submitted should reflect a student's best efforts. Work that is badly presented or well below a student's capabilities is unacceptable and will be returned to the student in order for it to be done again. To ensure that the learning of others is not disturbed, calling out and other forms of disruptive behaviour are forbidden. Students will only be acknowledged and given the right to speak if they first raise their hand. Mobile phones are discouraged in school and there must be no misuse of mobile phones. Young people are expected to use the internet and social networks in a sensible manner.

### Members of the School must not:

- bring penknives or potentially dangerous objects, such as fireworks or cigarette lighters, into school or on school journeys;

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- damage property or write graffiti on school property. If damage is caused, because a student has disobeyed instructions, a charge may be levied;
- smoke or consume alcohol in the school or on school trips/journeys;
- bring or consume chewing gum in the school;
- bring any drugs (other than medication) into the school or on School journeys.

Our school is committed to preventing drug misuse. Any instance of possession, use or supply of illegal drugs on school premises or trips will lead to immediate suspension whilst the matter is investigated. The investigation may result in expulsion.

### **Students' Conduct outside the School Gates**

Any student found to show misbehaviour or bullying outside the school gates (including students travelling to/from school, on an educational visit, wearing school uniform externally, or where a student can be identified such as through an email etc.) that is witnessed by a staff member or is reported to the Principal; will be subject to proportionate disciplinary measures. External misbehaviour includes: behaviour that could have repercussions on the orderly running of the school, posing a threat to another student or member of the public, or behaviour that could adversely affect the reputation of the school. This will follow the Serious Misbehaviour process mentioned above and could lead to exclusion from the school.

### **Behaviour of Parents on/off the School Premises**

It is expected that parents will comply with our school regulations regarding dropping off and collecting their young people and when on the school premises.

- Parents must on arrival at the school, ring the buzzer and report immediately to the School Office, unless they are collecting their individual from a club. They may not wander around the school premises unaccompanied, unless permission has been sought e.g. to collect an item of uniform.
- Parents should not become angry publically, and if they have a problem this should be dealt with in privacy with the person concerned and if necessary with another member of staff. Complaints should be handled according to the Complaints Procedure.
- Parents do not have permission to turn up at the school during school hours unannounced demanding to see their individual's teacher. If this happens, and they refuse to leave, they will be escorted off the premises.
- Parents may not meet class teachers when they are teaching and appointments must be made.
- If there is a court order against a parent seeing their individual the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called.
- A note must be written if a student has to be taken out of school hours e.g. for a doctor's appointment. The individual will then be collected by a member of the office staff ready to meet the parent at the appropriate time. The student is then signed out and back in again on return.
- Parents should not approach other parents on the school premises concerning external matters.
- Matters concerning students in the school should be handled objectively through the school and not solely between parents.

Parents should not use the Class Rep System to vent personal vendettas against the school, nor should emails be circulated or placements made on social network sites that damage the reputation of the school/students/staff. Any email that is to be circulated publically to parents other than for normal class business should be approved by the Principal first.

### **Organisation and Facilities**

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We have a clear ethos and culture along with appropriate educational facilities within our environment which enable young people to be come as personally adequate, socially competent and as independent as their potential will allow. We also make clear the responsibility shared by all members of the school community to care for and protect facilities in or order to maintain a safe and positive learning and working environment.

### **Staff Development and Support**

We support our staff in managing and modifying young people's behaviour through appropriate training and guidance to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

### **Managing Student Transition**

We carefully manage the transition of our students throughout the school and the preparation for their senior school placement in Year seven. A particular strength of our school is the relationship staff develop with the students. Because our staff team are in constant communication, any specific student support systems or strategies are seamlessly integrated as each student moves through the school to ensure consistency in their behaviour management. Our staff also spend time towards the end of the current academic year working with their new prospective class for the year ahead. This allows students to familiarise themselves with their new teacher in readiness for the next year group.

### **Support systems for students, parents and other agencies**

In our school we have set procedures for supporting young people with their behaviour problems. We may implement a behaviour plan for young people with serious behaviour issues so that staff, parents and the individual understand what is expected of them and the strategies which will be used. We have strong links with outside agencies including resources such as counselling. In some cases, we may refer young people to these outside agencies who will liaise with both the school and the individual's parents to provide additional support. Our school also has access to educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

### **Malicious accusations**

If an allegation is determined to be unfounded, the school will refer the matter to Young people's Social Care to decide whether the student concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Principal will temporarily or permanently exclude the student.

### Reporting for students and parents or carers

#### **REPORT ON NOTES**

- Daily handovers; Social development; Rewarded via home link diaries  
Point scores Progress in class, Class record
- Weekly contact by key worker and tutor; Social development & progress in class
- Recorded in home link / telephone records; Termly Report
- Formative reports of academic achievement & behaviour; Sent home termly
- Annual Report; Summative report of academic achievement; Sent end of summer term
- Annual Review; Summative document recording progress against statement; Annual invitation to key people
- Exam Results; Results reported to parents
- Sent by Assistant Head

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**Recording**

A copy of all discipline letters are kept on file. The overwhelming majority of disciplinary offences are “in house” and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the school to record the transgression(s) on the transfer report.

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