

# Behaviour Management Policy

## Embleton View

**At Embleton View we believe that physical intervention should only be used as a last emergency measure. We implement therapeutic approaches and de-escalation techniques as a priority. Embleton View staff are trained in Team Teach for safe physical intervention.**

### Statement of Intent

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. In the main, encouragement, recognition 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 inappropriate behaviour. It is an aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The school Behaviour Management policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We believe that students flourish best when their personal, social and emotional needs are met 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, child on child abuse, sexual violence and harassment, insensitivity, discrimination, inappropriate 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. All members of the school are expected to help maintain a caring atmosphere, conducive to learning, with courtesy and mutual respect as basic requirements.

Staff receive training in Team Teach to ensure they can identify escalating behaviours and triggers to behavior and use de-escalation techniques. Team Teach also ensures all staff are trained in a safe, consistent approach to physical intervention and restraint should the behavior escalate to that extent. Staff also receive training in 'Thrive Approach' which is a therapeutic approach to support students with complex social and emotional support needs. Staff implement the strategies learnt on a daily basis.

Expectations of good behaviour are high, and students should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to promote good behaviour as a priority, encouraging restorative justice wherever possible and using consequences 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 believe that good academic habits and self-discipline are developed and demonstrated by people who have high self-esteem. Whenever possible, desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by school staff. Inherent in the ethos of the school is respect for the individual person. Important to us all is the way we relate and speak to students and to one another each day. Encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Staff should never use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language. Positive reinforcement of good behaviour is infinitely preferable to negative responses to inappropriate behaviour. Negative reinforcement can, in fact, have the opposite effect from that which is intended and desired.

As part of our Behaviour Management Policy, Embleton View believes that all students and adults have the right to learn and work in a supportive, caring environment in which students 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. We ensure that students are able to understand and respond to risk, for example risks associated with extremism and radicalisation, new technology, substance misuse, knives and gangs, personal relationships, child on child abuse and personal safety. Our school makes the relevant information available to comply with the above. Our policies, working practices, documentation and record keeping support the implementation outlined above. The Behaviour Management Policy is dove-tailed with the Anti-bullying Policy (with support for the victim and the bully) and makes it clear what the consequences are for bullying. Students will know that consequences are applied justly and in a consistent manner. A distinction will be made between serious and minor offences. The best way to encourage good behaviour is to have a clear and consistent code of conduct, backed by a balance of recognition and consequences within a positive community atmosphere. The purpose of this policy is to:

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- Create an environment that is conducive to achieving the vision and aims of the School
- Provide clearly defined expectations that are easily understood by students, staff and parents
- Aid all staff in the management of behaviour
- Ensure high standards of behaviour are promoted and maintained.

#### **Promoting Good Behaviour at Embleton View:**

- Duties under the Equality Act 2010, including issues relating to students with special education needs or disabilities and how responsible adjustments are made for these students
- A person-centred approach to behaviour management utilising Thrive Approach
- Strong school leadership
- Classroom management
- Recognition and consequences; behaviour strategy and the teaching of good behaviour
- Age-appropriate recognition/consequences, especially for primary-aged students
- Staff development and support
- Support systems for students
- Liaison with parents and other agencies
- Managing students' transitions
- Organisation and facilities
- Disciplinary action against students who are found to have malicious accusations against staff.

#### **The Role and Expectations of the Headteacher and Proprietors**

The Headteacher'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. He is expected to conform to all the standards set out for school staff in this policy.

The Headteacher has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour.

We ensure that our professional practice:

- promotes self-discipline and proper regard for authority among students
- encourages good behaviour and respect for others and prevent all forms of bullying students
- ensures that the standard of behaviour is acceptable
- regulates the conduct of students
- makes provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures
- has an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling students' behaviour where it may require additional support
- provides staff with appropriate training on behaviour management when necessary
- 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
- ensures access to relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and familiarises new staff members with the school's Behaviour Management Policy and guidelines for behaviour
- ensures staff are supported by the Senior Management Team (SMT) when dealing with students displaying misbehaviour and that there is consistency in managing the behaviour
- takes appropriate disciplinary action against students who are found to have made malicious accusations against staff and fulfils its duties under both the *Equality Act 2010* (HM Government: 2010) [http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga\\_20100015\\_en.pdf](http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf)
- *Special Educational Needs and Disability Code of Practice: 0 to 25 years Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities* (DfE and Department for Health: January 2015) [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

#### **The Learning & Development Coordinator and Classroom Management**

The Learning & Development Coordinator (LDC) has prime responsibility for pastoral care. LDCs 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. Staff are supported with effective classroom management strategies to ensure effective behaviour management.

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Within the classroom, students 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 compliments and opportunities to succeed being given to students on a daily basis. These include verbal praise, written remarks about good work, recognition through school expectations charts, sending students with their work to other LDCs/Headteacher. School reports and student tutorials are also seen as a means of constructive praise.

Each student has a Support and Intervention Plan which identifies their typical behaviour and how it is best managed. This ensures staff have an accurate updated working document to refer to for each student and how best to support them. These are live documents reviewed regularly through staff meetings.

### **The Role and Expectations of All Staff**

Staff are expected to behave professionally at all times towards their colleagues, students, school visitors and parents and comply with the school Code of Conduct which all staff members have signed. They should use appropriate language at all times, and only use physical contact that is legal and appropriate to comfort and/or attend to emotional upsets or minor medical injuries (these are covered by the first aid course attended by all teaching staff) or to ensure the safety of a student, colleague or parent in a moment of physical danger. Staff are expected to implement strategies and approaches learnt from training programmes such as Team Teach and 'Thrive' therapeutic approaches.

Corporal punishment is never expected or acceptable within the school. School staff should be models of good behaviour for the students to emulate, and act on the Headteacher's behalf in ensuring the **School Expectations** are clearly encouraged. Staff are supported with effective classroom management strategies to ensure effective behaviour management. Staff are responsible for ensuring the students understand and know the school expectations.

### **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. Students are expected to behave well at all times, and to follow reasonable instructions by any member of the school staff and to behave whilst at school. The school's procedures for recognising good behaviour and taking disciplinary action are outlined below for reference. The school's procedures on good behaviour and disciplinary action apply equally to all students, and are administered by the staff with the intention to foster and maintain a caring atmosphere in which students are happy and can learn effectively.

### **The Role and Expectations of Parents and Guests**

Embleton View strongly encourages an ethos and culture whereby there is clear communication with, and the support of parents. Parents are expected to take responsibility for the behaviour of their child both inside and outside the School. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child'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, students receive consistent messages about how to behave at home and at school. We expect parents to encourage their students to support the school expectations, their child's learning, and to co-operate with the school.

Parents are also expected to behave courteously to school staff at all times both in their spoken and written communications, with proper regard for their professional expertise and with the trust that school staff are at all times working for the educational benefit of their students. The school reserves the right to inform parents if their behaviour towards school staff is inappropriate and unacceptable, and to take any reasonable action as required to ensure staff have a safe and happy working atmosphere within the terms and conditions of attending the school. Visitors are welcome in the school and are invited to behave properly at all times. The school's staff, students and parents will behave with courtesy, interest and helpfulness at all times to any school guests that may attend.

### **Working Partnerships**

Embleton View has working partnerships with an Educational Psychologist, Counsellor, Speech and Language Therapist and Occupational Therapist who work within the school on a regular basis. Utilising services provided and strategies agreed with these partners supports the school staff team and students to overcome barriers to learning and negative behaviour.

Additional to in-school services provided Embleton View, have access to counselling facilities, Educational Psychologists, Clinical 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.

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## Recognition

Throughout school, good behaviour is promoted at all times. Our School believes that it is important to acknowledge and recognise in a positive way those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise students' 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, provide recognition to them for good behaviour and good work. Care should be taken to affirm students who are "always good". They should not feel that the occasional inappropriately behaved student is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrecognised. We praise and provide recognition for students for good work and behaviour in a variety of ways:

- Staff congratulate students
- Staff are encouraged to send outstanding pieces of work and students with their work to the Headteacher
- Students can visit other classes to share their good work
- Displaying good work around the School
- Students are chosen to share good work with visitors
- Students 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
- Students are supported to access enrichment activities of personal interest that supports and enhances learning
- Presentation of Certificate of Achievement
- Recognition through the school expectations charts.

## Behaviour Management

Students need to have set expectations of behaviour for their own safety and the safety of their peers. In our school, we aim to establish these expectations in a way that helps the student develop a sense of the significance of their own behaviour. Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the student untouched, i.e. by avoiding sarcasm or words that might humiliate the student.

Restrictions on students' natural impulse to explore and develop their own ideas and concepts are kept to a minimum. Consequences applied in the case of unacceptable behaviour take into account the age and stage of development of the student. The consequences are given at the time the misbehaviour occurs (or soon afterwards) and are relevant to the action and are fair. The school employs a number of consequences to enforce the school expectations, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation.

- We expect students to listen carefully to instructions in sessions. If they do not do so, we ask them either to move to a place nearer the LDC, or to sit on their own
- We expect students to try their best in all activities. If they do not do so, we may ask them to redo a task
- Students at appropriate times wait for a discussion with the Headteacher
- The safety of the students is paramount in all situations. If a student's behaviour endangers the safety of others, the LDC stops the activity and prevents the student from taking part for the rest of that session
- Parents may be contacted at the end of the day, depending on the seriousness of the action.

Major breaches of discipline (physical assault, deliberate damage to property, verbal/physical abuse, persistent disruptive behaviour, child on child abuse, sexual harassment, sexual violence, etc.) are dealt with firmly by the Headteacher and/or the Proprietors depending on the seriousness of the incident.

The Headteacher 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 or record may be set up by the LDC and monitored by the Headteacher.

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

## Behaviour Management Procedure

If at any time a student needs to be disciplined for inappropriate behaviour, the following procedure will apply equally to all students:

**Stage 1** – staff working at the time of an incident will highlight the behaviour and ask the student or students to explain what happened and what negative impact this had on someone or something else (Shining the Light). The students are then supported to explain their actions, reflect on their actions, understand the impact of their actions and discuss next steps.

**Stage 2** – a similar process to stage 1, but this time with the Headteacher. A student may be required, at a specified time, to explain their action(s). While with the Headteacher, the student will be told that further serious consequences may occur if their behaviour does not improve. If a student regularly requires the intervention of the Headteacher as in Stage 2, their parents will

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be informed and an active dialogue with them will begin with the involvement of the LDC to try and address the problem with a concerted joint effort. If necessary, additional support from our Therapeutic Partners will be implemented.

**Stage 3** – Similar process to stage 2. We will fully implement the support from our Therapeutic Partners and then an Intervention Action Plan will be implemented for a six-week period and then review. Additionally, if required and agreed by all relevant parties, a referral will be made to implement support from the relevant Local Authority which may include safeguarding.

If the Intervention Action Plan and LA support is not successful, we will move to Stage 4.

**Stage 4** – Student removal – at the Headteacher’s and/or Proprietors discretion, and with immediate effect if necessary, the school may require parents to withdraw a student from the school if it is in the interests of the other students. This is at the sole discretion of the Headteacher and proprietor of the school with support from the student’s Local Authority following relevant procedures.

While the above are described as Stages 1-3 inclusive, this only serves to illustrate the normal intervention procedure followed within the school. At the Headteacher’s discretion, the school may use any or all of these stages in any order that is regarded as best for the student and for the school. Once a student’s behaviour becomes a cause for concern, it is normal practice in the school to inform the parents and to ask for an early meeting to discuss the problem.

### Exclusion

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

- Persistently threatens or commits violence against other student/s or staff
- Sold illegal drugs
- 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
- Sexual Harassment
- Sexual Violence

Embleton Views Exclusion Policy provides further detail on this.

### Fixed Term Exclusion and Permanent Exclusions

Embleton View will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. Ultimate consequences at Embleton View School are:

- Suspension = Fixed Term Exclusion
- Expulsion = Permanent Exclusion

Neither sanction is used lightly. The power to suspend or expel a student can only be exercised by the Headteacher or Proprietors. If the Headteacher excludes a student, the parents are informed immediately, giving reasons for the exclusion. The school will also inform the student’s social worker and virtual school if involved along with the placing local authority.

Every student has a right to confidentiality – relating information will be kept in the strictest confidence and only disclosed to those who need to know. We appreciate that such sensitive matters must be dealt with in confidence. If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period temporary exclusion or to convert it into a permanent exclusion, the Headteacher will write again to the parent with the reasons for this decision.

### Record of Serious Discipline

Any serious incident, that is where very aggressive or uncontrolled behaviour has put other students at risk or has endangered the safety of the student concerned, must be discussed with the Headteacher and entered on CPOMS. This will then be discussed with the student’s parents/carers. The Headteacher regularly checks the incident log so that behavioral patterns can be identified and then will discuss this with other members of the SMT to identify appropriate actions. *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)

Students’ behaviour outside school or on educational visits and sports fixtures is also subject to the school’s Behaviour Management Policy. Inappropriate behaviour in such circumstances will be dealt with as if it had taken place in school.

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## Corporal Punishment

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used or threatened, and staff found doing so will be subject to disciplinary action and potential dismissal. The prohibition includes the administration of corporal punishment to a student during any activity whether or not within the school premises. The prohibition applies to all members of staff. These include all those acting *in loco parentis*, such as unpaid, volunteers or agency staff.

**Punishments that are humiliating or degrading will not be used. The following sanctions/punishments will never be used:**

- Corporal punishment
- Any form of hitting of a student (including hitting a student in anger or retaliation)
- Deprivation of food or drink
- 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 student.

*Concerns about the welfare of colleagues or students should be communicated to the Headteacher immediately. These guidelines will protect staff, the students and the school. Failure to comply may be interpreted by the school as misconduct. Staff must be aware of the importance of these measures and adhere to them at all times.*

## Physical Restraint – Use of Reasonable Force

Staff only intervene physically to restrain students 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 Headteacher and recorded on CPOMs, school accident/incident book, Cause for Concern form and Physical Restraint Book which is bound and numbered. The student's parents are informed on the same day. Guidance is given to all members of staff on the circumstances in which physical intervention is allowable. See 'Physical Restraint & Intervention policy' for more information.

## Equal Opportunities

Recognition and consequences 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.

## The Role, Rights and Responsibilities of the Students

Embleton View believes that students have the right:

- to develop to their full potential in every area of school life
- to be treated fairly and with respect

Students have the responsibility:

- to adhere to the school expectations
- to respect the needs, feelings and property of others
- to act in a way which helps themselves and others to gain the most they can from the school
- to work hard yourself and ensure they do nothing to disrupt the learning of others
- to ensure that they do not threaten other students or make them feel uncomfortable
- to be punctual
- to respect the instructions of the school staff
- to complete work when they are asked to
- to adhere to the school dress code
- to help other members of the school community, particularly those who are new or younger than themselves.
- to take care of the school environment
- to uphold the good reputation of the school.

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

Students should move around the school calmly and quietly. To benefit fully from sessions, students should have all necessary equipment and books. All work submitted should reflect a student's best efforts. Work that is poorly presented or well below a student's capabilities will be discussed through reflection and tutorials with the student. To ensure that the learning of others is not disturbed, calling out and other forms of disruptive behaviour are forbidden. Mobile phones are not permitted in school unless permission has been sought from the Headteacher.

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## Care for Ourselves and the Environment

In these areas, the school's goals are achieved when students:

- listen to and follow all safety instructions given by staff in school
- put all litter in bins and leave classrooms clean and tidy
- 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. These items must be removed for P.E. (Please note that the school cannot take responsibility for jewellery and expensive items should not be worn for school)
- hand in to the School Office any medication, including asthma inhalers as necessary, brought into school
- be very careful crossing roads outside the school grounds and in the community.

## Students of the School must not:

- bring penknives or potentially dangerous objects, such as fireworks into school or on school journeys
- 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 any drugs (other than medication) into the school or on school journeys

Embleton View 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, 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 Headteacher 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.

## Students with special educational needs, Social Emotion Mental Health (SEMH) or Autistic Spectrum Disorder (ASD)

All students at Embleton View have SEN and we predominantly work with students who have SEMH or ASD. As part of our admissions policy, we assess and agree to work with students that we already know need further support with managing and developing their behaviours. It is important that staff understand that for these students, challenging behaviour may be a form of communication to express their feelings or due to past experiences and their SEN and should be treated accordingly. At Embleton view we adopt a therapeutic/nurturing approach to supporting these students to overcome barriers to learning such as challenging behaviour. Staff are to you utilise our "Supporting students with challenging behaviour policy" for further guidance on approaches to be used when supporting students.

## Behaviour of Parents on/off the School Premises

Parents do not have permission to turn up at the school during school hours unannounced, demanding to see their child's LDC or any other staff. If this happens, and they refuse to leave, they will be escorted off the premises. Parents may not meet LDCs when they are teaching, and appointments must be made. If there is a court order against a parent seeing their child, 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 child will then be collected by a member of the office staff ready to meet the parent at the appropriate time. 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 are also expected to behave courteously to school staff and to each other at all times, both in their spoken and written communications with proper regard for our LDCs' professional expertise and with the trust that school staff are at all times working for the educational benefit of their students. The school reserves the right to inform parents if their behaviour towards school staff is inappropriate and unacceptable and to take any reasonable action as required to ensure staff have a happy and safe working atmosphere within the terms of attending the school.

## Anti-Bullying

For information on 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 may be implemented.

## Organisation and Facilities

Within the organisation of the school, there is a total commitment by all the staff team to place students at the centre of concern. This is supported by our policy, procedures and working practices. We have a clear ethos and culture along with

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appropriate educational facilities within our environment which enable students to become as personally adequate, socially competent and as independent as their potential will allow.

### **Staff Development and Support**

We support our staff in managing and modifying students' behaviour through appropriate training and guidance to develop skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour. All staff are trained in Team Teach as a behaviour management tool. This includes the training of physical interventions, but staff are all trained to understand that physical intervention is used as a very last resort and that de-escalation strategies should be used first. Staff are also trained in 'Thrive Approach' which utilises therapeutic interventions and approaches to working with students with complex behavioural/emotional needs.

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

In school we have set procedures for supporting students with their behaviour problems. We may implement an Intervention Action Plan for students with serious behaviour issues so that staff, parents and the student understand what is expected of them and the strategies which will be used.

Embleton View has working partnerships with an Educational Psychologist, Counsellor and Speech and Language Therapist who work within the school on a regular basis. Utilising services provided and strategies agreed with these partners supports the school staff team and students to overcome barriers to learning and negative behaviour.

In some cases, we may refer students to these outside agencies who will liaise with both the school and the student's parents to provide additional support. Embleton View also has access to educational psychologists, clinical psychologist, speech and language therapists, counsellors 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 the student'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 Headteacher will temporarily or permanently exclude the student. Malicious accusations against our staff are not acceptable and are taken very seriously. Embleton View takes disciplinary action against students who are found to have made malicious accusations against staff which, if necessary, may include exclusions.

### **Recording**

All behaviours (positive and negative) are recorded in the students online diary at the end of each day during the reflection period. Students are given an opportunity to reflect on their behaviours and what, if anything, they could have done differently. All incidents of negative behaviour are recorded on the behaviour log which helps identify any trends and inform any behaviour management strategies.

A copy of all discipline letters is 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 school report. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all students fairly and apply this Behaviour Management Policy in a consistent way. This policy aims to help students to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school recognises good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

### **Guidance on Specific Behavioural Issues**

#### **Child-on-child Sexual Violence and Sexual Harassment (Please see our Safeguarding and Child Protection Policy)**

Following any incident or report of child-on-child sexual violence or sexual harassment offline or online, staff will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE). Staff make it clear to all students that sexual violence and sexual harassment are never acceptable, will not be tolerated and that students whose behaviour falls below expectations will be sanctioned. All staff are aware of the importance of challenging all inappropriate language and behaviour between students. Our school does not normalise sexually abusive language or behaviour by treating it as 'banter' and rejects the idea that it is an inevitable fact of life or an expected part of growing up.

### **Zero Tolerance Approach to issues of Sexual Harassment and Sexual Violence**

The School stands against any form of discriminatory act and has a zero-tolerance approach to sexual harassment and sexual violence. To reinforce the seriousness of acts of sexual harassment and sexual violence, we follow a developmentally age

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appropriate and stepped response to all such incidents. Behavioural consequences will reflect the severity and/or frequency of any reported incident. In any cases where the law may have been broken, the police will be informed.

Embleton View is opposed to discrimination, whether open or concealed 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. We encourage students to accept responsibility for their own behaviour and support them to understand it.

### **Behaviour Incidents Online (Please see our Anti-Bullying Policy including Cyber Bullying)**

Our school makes it clear to students that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour – including following the principles set out in Keeping Children Safe in Education and our Safeguarding & Child Protection Policy as appropriate.

### **Suspected Criminal Behaviour**

In cases when a member of staff suspects that students are being exploited for criminal activities, the school will make an initial assessment of whether an incident should be reported to the police. These initial investigations should be fully documented, and the school will make every effort to preserve any relevant evidence. When making a report to the police, it will often be appropriate to make in tandem a report to the student's social care team. As set out in Keeping Children Safe in Education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead including reports of child-on-child sexual violence and abuse, following guidance in KCSIE.

### **Countering Unacceptable Behaviour**

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

- Interesting, well prepared, appropriately resourced, structured and relevant activities
- Clarity and consistency of expectations and consequences
- Early involvement of relevant key personnel when problems arise
- Building positive relationships with mutual respect between staff & students
- Supporting students to feel safe

### **Legal Status**

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (24)(3) of the Education (Independent School Standards) (England) (Amendment) Regulations 2014 in force from the 5<sup>th</sup> January 2015.
- Equality Act (2010), Education Act (2011)
- *Behaviour in Schools, A guide for Headteachers and School Staff*, (DfE Guidance: February 2024)
- <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- *Getting the simple things right: Charlie Taylor's behaviour checklists* (DfE: 2011)
- <https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>
- *Use of Reasonable Force. Advice for Headteachers, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.

### **Applies to:**

- The whole school and all other activities provided by the school, inclusive of those outside of normal school hours.
- All staff (teaching, support and admin staff), students on placement, the proprietors, agency staff and volunteers working in the school.
- Visitors and contractors accessing the site.

### **Availability**

This policy is made available to parents, staff and students as a hardcopy upon request from the school office.

### **Monitoring and Review**

This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.




The Headteacher and/or the Proprietors and/or a suitably appointed delegate will undertake a formal review of the policy, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

### **Related Documents:**

- Code of Conduct

*Embleton View is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.*

- Exclusions Policy
- Physical Intervention and Restraint Policy
- Therapeutic Intervention Policy
- Anti-Bullying Policy
- Admissions Policy
- Single Equalities Policy
- Supervision of Students Policy
- Online Safety Policy

		
Graeme Turner (Proprietor)	Anna Turner (Proprietor)	Craig Bell (Proprietor)
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