

BEHAVIOUR POLICY

APPROVED BY: THE BOARD OF TRUSTEES

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1. AIM

At Being The Cure, we understand that behaviour is a manifestation of the inner emotional state of a child or young person. Behaviour is also influenced by the child's or young person's ability to regulate this emotional state. We do not encourage children to hide their emotions or feelings to create a quiet classroom. Instead, we encourage children and young people to understand their feelings and emotional state through dialogue and discussions so that they can regulate how they choose to manifest it.

Our aims are to:

- To create an atmosphere of mutual caring and respect in which successful learning through effective teaching takes place.
- To develop, for all learners a positive sense of self-worth, self-discipline and an acceptance of responsibility for their own actions.
- To develop an appropriate respect for our environment.
- To encourage all learners to listen to, and have respect for, the viewpoint of others.

2. OBJECTIVES

We will achieve our aims through the following:

- Providing a consistent approach to behaviour management that is applied equally by all staff to all pupils with consideration to individual context
- The setting by staff of appropriate and acceptable standards for children to follow
- Defining what we consider to be unacceptable behaviour, including bullying and discrimination
- Outlining how pupils are expected to behave
- Identifying any safeguarding concerns that are the root of any unacceptable behaviour
- Summarizing the roles and responsibilities of different people in the school community with regards to behaviour management

- Outlining an appropriate system of rewards and sanctions
- Identifying and communicating the importance of collaboration between home and school
- Suggesting what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion.

3. LEGISLATION AND GUIDANCE

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Education Endowment Fund Behaviour Interventions](#)

4. DEFINITIONS

Good behavior is defined as conforming to the reasonable expectations of the school community. It shows respect for the needs of the Being the Cure community. It involves caring for each other (staff and pupils alike) and supporting one another's aspirations.

Misbehaviour is defined as:

- Disruption in lessons, in between lessons, and at breaktimes or in the playground

- Non-completion of classwork or homework
- Poor attitude
- Use of inappropriate language

Serious misbehaviour is defined as:

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

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. BULLYING

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying in any form must be reported to the session lead or the Designated Safeguarding Lead. It will then be investigated by members of staff/the Designated Safeguarding Lead (DSL) on-site.

6. ROLES AND RESPONSIBILITIES

6.1 THE BOARD OF TRUSTEES

The board will review this behaviour policy in conjunction with the CEO and monitor the policy's effectiveness, holding the CEO to account for its implementation.

6.2 THE CEO

The CEO is responsible for reviewing this behaviour policy in conjunction with the board of trustees. The CEO will also approve this policy.

The CEO will ensure that the environment and staff/volunteers encourage positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy.

In conjunction with the DSL, the CEO will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

The CEO will ensure that the data from the behaviour log is reviewed on a regular basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

6.3 STAFF

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling good behaviour (as set out in section 4)
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 1 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

6.4 PARENTS

Parents are expected to:

- Support their child in adhering to the pupil code of conduct (as set out in section 7)
- Inform BTC of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the session lead promptly

7. PUPIL CODE OF CONDUCT

We follow two ground rules in all of our sessions and expect all pupils to remember this at all times. These rules are explained at the beginning of their year with us and also regularly during sessions. The rules are as follows:

1. **Respect the Speaker** – When someone is speaking, whether they are a teacher or a pupil, everyone must respect them by looking at them, listening to them, and through appropriate body language.
2. **Raising hands** – When pupils have the urge to speak or ask a question, we expect them to raise their hands and wait for the teacher or session lead to allow them to speak when they are ready.

Beyond these two rules, pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Support the creation of an environment where all pupils can learn
- Treat the school buildings and school property with respect

We do understand that this might not be always possible, and that children do forget. We try to weave this behaviour into the fabric of our sessions which means over time, children learn to follow these rules consistently.

8. REWARDS AND SANCTIONS

8.1 OUR APPROACH TO REWARDS AND SANCTIONS

Rewards and sanctions, in majority of the cases, are known to bring out immediate compliance results especially in primary schools. Whilst the outcomes in the form of compliance can be observed readily, there are certain long term negative

consequences which have been documented by psychologists. For example, excessive reliance on rewards or benefits for doing good things.

There are studies that show that inconsistent use of rewards and sanctions especially in an environment without a values-driven culture can be detrimental to the children's learning.

Being The Cure's approach is to develop an environment of trust primarily, and help pupils clearly understand the importance of moral values in their decision making.

8.2 REWARDING PUPILS

Character determines behaviour, and therefore we encourage good behaviour through praise and positive declarations (For example: I completely believe that you can do it). We aim to instill an intrinsic love for good behaviour through our education for character programs so that the motivation for behaviour comes intrinsically rather than through rewards.

Some strategies that are employed are:

- Verbal praise (a kind word or just encouragement).
- Praise from teachers or support staff.
- Praise in front of peers or parents.
- Thumbs up, smiles, applause.
- Positive feedback about work or behaviour (verbal or written).
- A letter home to parents from staff.

8.3 SANCTIONS

We do not believe in reforming character through sanctions that humiliate a child or those that can be avoided for better alternatives. We use strategies which provide more long-lasting results and build deeper trust.

However, in extreme cases of unacceptable behaviour, we may use methods of:

- Verbal reprimand
- Sending the pupil out of the class to regulate or manage their emotions

- Remove them from their activity temporarily
- Referring the pupil to another member of staff for a conversation

In all cases of unacceptable behaviour, the mentor will engage in a 1-2-1 conversation with the pupils.

They will explore the underlying causes of misbehaviour and support the pupil in regulating their emotions. They may contact the parents to further support the child towards building a path to positive behaviour and regulation of emotions.

8.4 SEXUAL HARASSMENT AND SEXUAL VIOLENCE

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

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

BTC's response will be:

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

BTC has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our Safeguarding and Child Protection policy for more information at www.beingthecure.org/policies.

8.5 MALICIOUS ALLEGATIONS

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, we will discipline the pupil in accordance with this policy.

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

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

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

Please refer to our Safeguarding and Child Protection policy for more information on responding to allegations of abuse against staff or other pupils.

9. BEHAVIOUR MANAGEMENT

9.1 CLASSROOM MANAGEMENT

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

9.2 REMOVAL FROM CLASSROOMS

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Allow the disruptive pupil to continue their learning in a managed environment

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, which will include:

- Regular meetings with the mentor
- Preparatory sessions with another staff/mentor

9.3 PHYSICAL RESTRAINT

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 2 for a behaviour log)

Lawful methods of reasonable force might involve:

- physically interposing between pupils
- blocking a pupil's path

- holding, pushing or pulling
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back
- in extreme circumstances using more restrictive holds.

9.4 CONFISCATION

Any prohibited items (listed in section 4) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to classroom/site discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

9.5 PUPIL SUPPORT

The charity recognizes its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The DSL will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist experts, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programs for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

9.6 SAFEGUARDING

The charity recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection policy. Please refer to our Safeguarding and Child Protection policy for more information at www.beingthecure.org/policies.

10. TRAINING

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

11. MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the CEO and the board of trustees at least annually, or more frequently, if needed. At each review, the policy will be approved by the entire board of trustees.

12. RELATED POLICIES

Safeguarding and Child Protection Policy

APPENDIX 1

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	