



SOCIAL ARTS FOR EDUCATION

Behaviour Policy

July 2019

Behaviour Policy

Social Arts for Education cannot operate successfully unless students are able to understand that each member of the SAFE community has the same rights:

- be treated with respect
- feel safe physically and emotionally
- learn or receive therapy

1. Policy Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of

children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one 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
Racial	Racial taunts, graffiti, gestures
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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The Proprietorial Body

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

5.2 The headteacher

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

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

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

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Social Arts for Education - Pupil Code of Conduct

Social Arts for Education feel very strongly about children adhering to our behaviour policy. Children who attend classes must be willing to accept responsibility for their own behaviour and understand that failure to adhere to this policy could result in the discontinuation of their tuition or therapy.

Social Arts for Education cannot operate successfully unless students are able to understand that each member of the SAFE community has the same rights:

- **be treated with respect**
- **feel safe physically and emotionally**
- **learn or receive therapy**

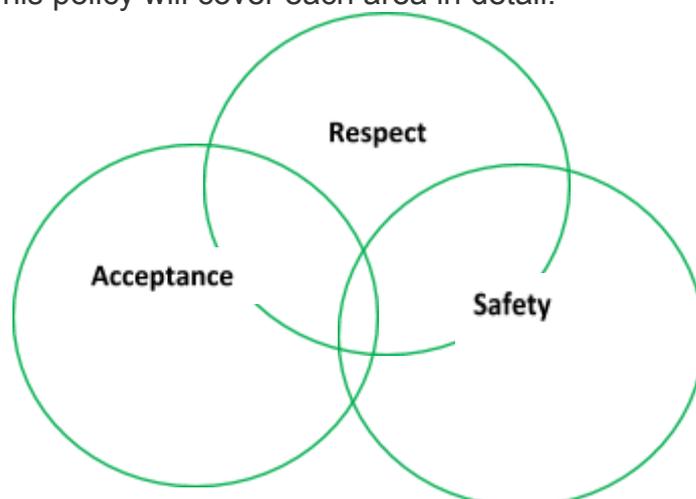
Social Arts for Education feel very strongly about children adhering to our behaviour policy. Children who attend classes must be willing to accept responsibility for their own behaviour and understand that failure to adhere to this policy could result in the discontinuation of their tuition or therapy.

In this policy, we clearly state the expectations of behaviour from everybody at Social Arts for Education. In listed expectations, we will either start with 'understand' or 'consider'. If the sentence starts with:

Understand = children must understand this expectation upon first admission. Children must fully understand these expectations and be able to give commitment to the maintenance of the rights of others.

Consider = children may not fully comprehend this expectation on first admission but must agree to work towards the full understanding of it using social stories, talking and drawing therapies to show a commitment to the maintenance of rights of others.

We focus on areas of behaviour at Social Arts for Education; **Respect**, **Acceptance** and **Safety**. This policy will cover each area in detail.



Respect

Children should know and understand the full meaning of the word respect. At Social Arts for Education all students should treat their peers and tutors with respect. It is important to remember that we are all different and have varying levels of sensitivity to certain behaviours and actions. All our children and staff will take the time to get to know each other and understand who has certain dislikes and likes to make sure we can learn and play with mutual respect. The use of drawing therapy and social stories can help children who have difficulties in understanding their own and others' thoughts and feelings.

We understand this to be:

**“Welcoming and showing consideration
for different people, their ideas, property and ways”**

Respect expectations:

I agree that we touch each other without harm or threat

I agree that we learn and play with each other without harm or threat

I agree that we use equipment and furniture without harm or threat

I agree that we use language without harm or threat

I agree that we get permission before taking someone else's things

I agree that our behaviour can affect how others feel safe

I agree that our behaviour can affect how others learn or receive therapy

I will consider how others' feelings are affected when I interact with them

I will consider how to create my behaviour respectful at SAFE at all times

Acceptance

Although at Social Arts for Education we try not to use the word 'normal' when talking about people, we understand that to accept someone is to treat them 'normally'.

We understand this to be:

“To regard others as normal, part of our community and with equal rights”

Acceptance expectations:

I agree that we should accept the way others look

I agree that we should accept the way others sound

I agree that we should accept the way others learn

I agree that we should accept differences in ability

I agree that our behaviour can affect how accepted others feel

I will consider helping those who feel unaccepted

I will consider talking to or playing with students at SAFE with differences to me

I will consider talking to or playing with students at SAFE I don't know

Safety

There are often variations in size of classes, activities and noise levels, from one subject to another, however, there should always be the same level of safety. All of our children have been subject to bullying and need the security of safe learning and playing environments to aid their recovery processes.

We understand this to be:

“All students try their hardest to respond appropriately to difficult emotions and situations so that their behaviour does not adversely affect any other student’s wellbeing.”

Environment expectations:

I agree that our movements and behaviour affects the environment at SAFE

I agree that the environment at SAFE can affect how others feel

I agree that keeping the environment calm and quiet can allow others to feel at ease

I agree that we keep the centre safe and tidy

I agree that we do not run, jump or throw things in the centre (unless our teachers have directed us otherwise)

I agree that we keep the centre as quiet as possible (unless our teachers have directed us otherwise)

I agree that behaving disrespectfully, aggressively or impolitely can make others feel unsafe

I will consider how our behaviour affects others’ learning or therapy

I will consider how our behaviour affects others’ physical sensitivities

Reward and Sanction Schemes

Social Arts for Education use various sanction and reward schemes that work well for children that understand the expectations fully and also for those who require a little more support with social skills.

As well as using reward and sanctions schemes, staff at Social Arts for Education endeavours to support positive behaviour by doing the following:

- giving a friendly welcome each day
- taking time to get to know the student
- taking time to discuss subjects that interest the individual student
- having an acceptance of each student's right to a viewpoint and to be 'listened to' (given that these rights are contingent upon understanding individual responsibility to maintain the rights of others)
- having recognition of the contribution(s) each student makes to the community
- having set values of 'difference'
- model appropriate behaviour, communication and expression of thought
- use positive reinforcement as much as possible leaving little room for the use of sanctions

Exclusions

SAFE consider themselves as a non-exclusion school. This means that no student will ever be permanently excluded. However, if a student's behaviour consistently or severely jeopardises the wellbeing or recovery of other students, strategies such as outreach or 1:1 interventions may be put in place to help the student correct their behaviour and understand how to conduct themselves once back in class. Extra support may be put in place to help them do this.

7. Rewards and sanctions

SAFE believe that positive reinforcement is a more successful and healthy way to correct and maintain behaviour. It is our general understanding that people are more likely to try to maintain good behaviour if it is recognised than repeat negative behaviour, even if it is gaining wanted attention. In general, we give attention to good behaviour enough to make the student want to repeat it.

7.2 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Certificates
- Reward Lunch
- Letters or phone calls home to parents
- Special responsibilities/privileges

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

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Using strategies such as 1:1 behavioural programmes to address conduct

See appendix 1 for sample letters to parents about their child's behaviour.

We may use a quiet area in response to serious or persistent breaches of this policy. Pupils may be sent to this area during lessons if they are disruptive, and they will be expected to complete work there.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for procedures followed when dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 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:
 - giving a friendly welcome each day /at the start of lessons
 - taking time to get to know the student
 - taking time to discuss subjects that interest the individual student
 - 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
 - Having set values of 'difference'
 - Model appropriate behaviour, communication and expression of thought

8.2 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)

8.3 Confiscation

Any prohibited of the following items found in pupils' possession will be confiscated.

These items will not be returned to pupils.

- 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)

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

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises 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 is differentiated to cater to the needs of our pupils.

Where necessary, support and advice will also be sought from specialist teachers, 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 programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. 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.

10. Monitoring arrangements

This policy will be reviewed **annually** by Annabel Leaver and the Proprietorial Body. At every review, it will be approved and signed by all members.

Designated Person
Annabel Leaver

Signature

Deputy Designated Persons

Signature(s)

LaReo Riviere

Marion Leaver

'Named' trustee for Child Protection

Signature

LaReo Riviere

Chair of Trustees
LaReo Riviere

Signature

This policy will next be fully reviewed in February 2020 and amended prior to this if required.

Appendix 1: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,
_____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Appendix 2: Behaviour log

To be completed by staff within 24 hours of a behaviour incident taking place and shared with the headteacher

Pupil's name:	
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

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People informed of the incident (staff, governors, parents, police):

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Signature:

Date: