

TRACKS-Education Policy for
TRACKS (PRU) School, Education in Hospital 1 (Airedale), Education in Hospital
2 (BRI)
And
Home Tuition

Behaviour Policy

| | |
|-----------------------------|------------------|
| Owner | Hannah Whittaker |
| Date: | September 2018 |
| Management Committee | |
| Approval Signature | |
| Prepared by | Hannah Whittaker |
| Next Review | September 2020 |

Contents

| | |
|---|--|
| TOC \o "2-2" \t "Heading 1,1" 1. Aims | |
| PAGEREF _Toc491360000 \h 3 | |
| 2. Legislation and statutory requirements | |
| PAGEREF _Toc491360001 \h 3 | |
| 3. Definitions | |
| PAGEREF _Toc491360002 \h 4 | |
| 4. Bullying | |
| PAGEREF _Toc491360003 \h 5 | |
| 5. Roles and responsibilities | |
| PAGEREF _Toc491360004 \h 6 | |
| 6. Pupil code of conduct | |
| PAGEREF _Toc491360005 \h 7 | |
| 7. Rewards and sanctions | |
| PAGEREF _Toc491360006 \h 7 | |
| 8. Behaviour management | |
| PAGEREF _Toc491360007 \h 8 | |
| 9. Pupil transition | |
| PAGEREF _Toc491360008 \h 9 | |
| 10. Training | |
| PAGEREF _Toc491360009 \h 9 | |
| 11. Monitoring arrangements | |
| PAGEREF _Toc491360010 \h 9 | |
| 12. Links with other policies | |
| PAGEREF _Toc491360011 \h 9 | |
| Appendix 1: written statement of behaviour principles | |
| PAGEREF _Toc491360012 \h 10 | |

Appendix 2: staff training log

PAGEREF _Toc491360013 \h 11

Appendix 3: behaviour log

PAGEREF _Toc491360014 \h 12

Appendix 4: letters to parents about pupil behaviour – templates

PAGEREF _Toc491360015 \h 13

.....
.....

1. 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:

HYPERLINK "<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>" [Behaviour and discipline in schools](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)

HYPERLINK "<https://www.gov.uk/government/publications/searching-screening-and-confiscation>" [Searching, screening and confiscation at school](https://www.gov.uk/government/publications/searching-screening-and-confiscation)

HYPERLINK "<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>" [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)

HYPERLINK "<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>" [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)

HYPERLINK "<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>" [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

It is also based on the HYPERLINK "<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>" [special educational needs and disability \(SEND\) code of practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

In addition, this policy is based on:

Section 175 of the HYPERLINK "<http://www.legislation.gov.uk/ukpga/2002/32/section/175>" [Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/section/175), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the HYPERLINK "<http://www.legislation.gov.uk/ukpga/>

2006/40/section/88" [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

3. Definitions

Misbehaviour is defined as:

Disruption of other pupils' education/social progress

Using phones in lessons without staff consent

Disregard for instructions from a member of staff

Refusal to complete work/homework

The pupil's mental health must be taken into account when deciding between misbehaviour and anxiety related actions

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

Sexual activity within school premises

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 policy.

5. Roles and responsibilities

5.1 The Management Committee

The Management Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Management Committee will also review this behaviour policy in conjunction with the Head of School and monitor the policy's effectiveness, holding the Head of School to account for its implementation.

5.2 The Head of School

The Head of School is responsible for reviewing this behaviour policy in conjunction with the Management Committee, giving due consideration to the school's statement of behaviour principles (appendix 1).

The Head of School 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 on SIMS/CPOMS

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 values of TRACKS

- Inform the school of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with the key tutor promptly

6. TRACKS Ethos

Pupils are expected to adhere to values of TRACKS Education:

TRUST

RESPECT

ACHIEVE

CONFIDENCE

KNOWLEDGE

SUCCESS

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

Praise

Achievement points

Letters or phone calls home to parents

Postcards home

These rewards are set out in the Rewards Policy

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

Referring the pupil to a senior member of staff

Letters or phone calls home to parents

Agreeing a behaviour contract

We may use internal isolation in response to serious or persistent breaches of this policy. Pupils may be sent to the Welfare Staff during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7.2 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 in a taxi on the way to or from school.

7.3 Malicious allegations

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

Please refer to our Allegations Against Staff Policy for more information on responding to allegations of abuse.

The Head of School 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 TRACKS Values within their teaching room

- 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

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 on SIMS/CPOMS and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) 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 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 [HYPERLINK "https://www.gov.uk/government/publications/searching-screening-and-confiscation"](https://www.gov.uk/government/publications/searching-screening-and-confiscation) [latest guidance on searching, screening and confiscation](#).

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 may be differentiated to cater to the needs of the pupil.

The SENCO 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 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. Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools or alternative provisions.

10. Training

Our staff are provided with training on a range of mental health issues and how to deal with the behaviour that accompanies them.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Head of School and the Management Committee every two years. At each review, the policy will be approved by the Management Committee.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Management Committee every two years.

12. Links with other policies

This behaviour policy is linked to the following policies:

Rewards policy

Exclusions policy

Safeguarding policy

Anti-bullying policy

Appendix 1: written statement of behaviour principles

At TRACKS Education we:

TRUST each other

RESPECT everybody

Support everybody to ACHIEVE

Develop everybody's CONFIDENCE

Gain KNOWLEDGE and understanding of ourselves and our environment

Recognise SUCCESS in all we do

PAGE

PAGE 2

Tracks Education: TRACKS (PRU) School, Education in Hospital 1 (Airedale) & Education in Hospital 2

(BRI)

Home Tuition Management (on behalf of Bradford MDC Children's Services for Access & Inclusion)