



# The Attic

## *Behaviour Policy*

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<b>Named Manager Reviewing</b>	Karen Lodge
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## 1. Aims

This policy aims to:

- Ensure that all staff recognise behaviour either positive or negative is a form of communication and that poor behaviour will be addressed restoratively in the first instance and in accordance with this policy.
- Ensure that response to poor behaviour is proportionate, dealt with on an individual basis and in line with current legislation.
- To create a culture of exceptionally good behaviour for learning that transfers to the community and life.
- To ensure all are treated fairly, shown respect and positive relationships are promoted by staff and students.
- To recognise that poor behaviour will not gain attention or importance.
- To support all to take control over their own behaviour and take responsibility for the consequences.
- To build a community which values kindness, good humour, empathy for others, compliance and positive engagement.
- To promote community cohesion based on improved relationships based on the school values of Love, Inspire, Hope and Freedom.
- To ensure inclusion is prioritised and prejudice and intolerance is challenged.
- To ensure that excellent behaviour and conduct is an expectation for all.
- To promote the use of positive language and verbal de-escalation techniques.
- To adopt and implement a restorative approach to negative behaviours.

## 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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [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

- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption of the school community including lessons, break and lunchtimes or the wider school community.
- The use of Inappropriate and/or offensive language directed at others.
- The refusal to follow staff requests or direction.
- Leaving class without justification or agreement
- Aggressive and threatening language or behaviours

**Serious misbehaviour** is defined as:

- Repeated and sustained 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 or related smoking paraphernalia
  - 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** See Anti-bullying policy at <https://theatticpru.org.uk/ourpolicies>

**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. **Please refer to The Attic Anti-Bullying policy**

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 policy.

## 5. Roles and responsibilities

### 5.1 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 Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The named Manager responsible for monitoring the policy's effectiveness is: \*Karen Lodge The chair of the management committee.

\*Will be amended when a manager is appointed

### 5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Management Committee and named Manager \*Karen Lodge giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy.

\*Name of manager will be amended when appointed

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 - Please see The Attic PRU staff conduct policy at <https://theatticpru.org.uk/>

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour, conduct and relationships
- Providing a personalised, inclusive and dynamic approach to support the specific behavioural needs of particular students
- Resolution of issues through restorative practise and language
- Recording behaviour incidents using the schools electronic logging system.

The senior leadership team will support staff in responding to behaviour incidents in line with the schools aims and expectations as detailed in this policy.

### 5.4 Parents and Carers

Parents are expected to:

- Support their child in adhering to the Behaviour and Relationship code of conduct

- Inform the school of any changes in circumstances that may affect their child's behaviour, conduct or ability to engage with school appropriately.
- Discuss any concerns with staff freely

## **6. code of conduct**

All students attend an induction meeting where the expectations of behaviour, conduct and engagement are made explicit to all. Baseline behaviour data measured using our \*BESST (behaviour, emotional, social and communication, self-evaluation and teaching and learning skills) assessment and risk assessments along with academic data are used to develop a \*Personal Action Plan (PAP) with targets and strategies to support each student.

\*See glossary of terms appendix

### **6.1 Students are expected to:**

- Behave appropriately
- Be polite and respectful to staff and each other
- In class, make it possible for all students to learn
- Move in an orderly fashion around the school community
- Avoid inappropriate language and aggressive behaviours.
- To be in the right place at the right time
- Respect the school environment and property.
- Take responsibility for own behaviour and accept consequences
- Refrain from behaving in a way that brings the school into disrepute, including when outside school, on school trips and with visitors.

The staff have a crucial role and responsibility to model the expectations expected of our learners. These standards are set out in the teacher's standards and the TA professional standards as well as upholding the ethos and values of Attic PRU

### **6.2 The school and Staff aim to:**

- Create a positive learning environment with realistic, achievable and aspirational expectations.
- Promote and celebrate academic success
- Model through example the importance of feeling and being valued as an individual within the school community
- Encourage positive relationships based on kindness, respect and empathy for others.
- Ensure fair treatment for all, regardless of age, gender, race, religion, ability, sexual orientation and disability.
- Adopt and implement a restorative approach to resolving conflict and behaviour issues where appropriate

- Use positive language and de-escalation techniques to support a learner in managing challenges and conflicts.
- Empower learners to reflect on their actions and encourage them to work positively with staff and keyworkers to identify strategies that allow them to make appropriate choices.

## **7. Rewards and consequences**

The positive ethos of the school's approach to behaviour and relationships is central to the implementation of creating a culture of excellent behaviour, conduct and relationships. Attic recognises that incentive based positive reward and recognition of excellent behaviour is paramount to engagement and the culture of celebration is inherent throughout Attic. The aim is to inspire our learners to make positive changes to their behaviours, manage their emotions, accept consequences and transfer these skills into their wider lives beyond the school community, enhancing their relationships and opportunities to reach their full potential.

### **7.1 List of rewards and consequences**

Positive behaviour will be rewarded with:

- Praise both private and public
- Use of positive non-verbal communication e.g thumbs up
- Positive posts and notes
- Letters, postcards or phone calls home to parents
- Special responsibilities/privileges
- Displaying work
- Prizes and vouchers
- Positive parental meetings
- School trips/excursions
- Class DOJO reward system
- Reward charts

The school may use one or more of the following consequences in response to unacceptable behaviour. The aim is to promote students taking responsibility for their actions and where possible staff will adopt a restorative approach to the resolutions of issues regarding individual behaviour where appropriate and relevant.

- A verbal reminder
- A restorative conversation or meeting
- Completing work in a room other than the classroom
- Expecting work at break or lunchtime
- Referring the student to a senior member of staff
- Letters or phone calls home to parents/carers
- Agreeing a behaviour contract
- Implementing a de-escalation plan



- Retreat or Reflection time out
- Community service
- Fixed term exclusion
- Refer to an external agency or support service for intervention work.

## 7.2 Exclusion ( With DC )

### 7.3 Off-site behaviour

Consequences may be applied where a student 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.

### 7.4 \*The Restorative Approach (See Appendix 2)

The Attic staff are committed to the use a Restorative approach to promote excellent behaviour and conduct. This approach to resolving conflict focuses on repairing the harm caused that involves all parties in a fair and consistent manner.

### 7.5 Malicious allegations

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

Please refer to our \*safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

<https://theatticpru.org.uk/ourpolicies/safeguarding>

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

If in the event an allegation is made against the Headteacher it will be referred to the Chair of the Management Committee Karen Lodge

## 8. Behaviour management

### 8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Provide appropriate and personalised resources
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally

- Highlighting, modelling 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 and reward
- Using restorative practises

## 8.2 Physical restraint

Please see <https://theatticpru.org.uk/ourpolicies/>

All staff are trained in Team Teach physical restraint.

In some circumstances, when other appropriate strategies have been exhausted, staff may use reasonable force to restrain a student 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

## 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 students after discussion with senior leaders and parents or carers, if appropriate.

The police will be notified in the case of cases that involve knives or pornography and they will confiscate these items in the first instance.

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

## 8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated to cater to the needs of the student.

As part of the school's induction process the Special Educational Needs Co-ordinator (SENCO) produces a Pupil Action Plan (PAP) and completes a range of assessments with every student to identify any unmet needs and triggers to challenging behaviours. The PAP provides an overview of this information and includes personalised strategies for staff and student to implement to encourage positive behaviours based on knowledge of the individual student. Further information regarding these processes can be found in our SEND Information policy, SEND policy, Admissions policy and Assessment policy; these can be found on the Attic website <https://theatticpru.org.uk/our-policies/>

Where necessary, support and advice will also be sought from other professionals which may include: Specialist Teachers, an Educational Psychologist, Early Help, Youth Offending, Educational Welfare Officer (EWO), Inclusion Facilitator, medical practitioners and/or others, to identify or support specific needs. This is completed in partnership with parents and carers and any plan that is implemented is reviewed on a regular basis.

## **9. Student transitions**

### **Into The Attic**

Students are referred to The Attic for a variety of reasons including school refusal, permanent exclusion or being at risk of permanent exclusion from mainstream school. Students may also be referred to at the Attic at any time within the school year. Consequently, it is essential that we support each student to make the transition into Attic successful. In order to achieve this, we gather information and views from the students, parent or carer, dual registered school (if applicable) and any other professionals that have been working with the student to develop a PAP. This information is shared with all staff prior to the student attending Attic, so that staff are informed on the best strategies to support the student. Every student is allocated a Key Worker to work closely with the student and their family. Further information can be found in our Admissions policy on the Attic website. <https://theatticpru.org.uk/our-policies/>

### **To Mainstream School**

Our aim wherever possible is to support our students to return to a Mainstream school. In order for this to be successful, we share the student's PAP once every half term whilst the student attends Attic, with the mainstream school and parents and carers. The school and parents and carers are invited to comment on the progress that the student has made and the school and parents and carers are also invited to two review meetings each year. When it is considered that the student has developed the skills necessary to be successful in a mainstream school, we start a transition back into the mainstream school which will be at the pace that is right for each student. All of the parties we meet regularly to review the transition and listen to the views of the student and when all parties feel that that transition is successful the student will return to the mainstream school for their educational provision.

### **Post-16**

We work with our students to facilitate a successful transition to a post-16 provision. This is supported by visits to post-16 provisions throughout year 11, accompanying students to taster days and sharing information with the post-16 providers that will help to support the student. Once the student has enrolled at a post-16 provision our Family Engagement Officer makes regular checks with the student and family during the first half term of post-16 and offers support to students where necessary.

## 10. Training

We recognise that providing staff with appropriate training is a key factor in enabling staff to support our students effectively. As part of our ongoing CPD (continuing professional development) the following training has been delivered to understand and support behaviour and is regularly revisited:

De-escalation and positive handling – Team Teach

Transactional Analysis 101 - Giles Barrow

Human Toolbox – Vivienne Berry

Thrive – <https://www.thriveapproach.com>

Restorative approaches -

Staff are also actively encouraged to source their own training interests and requirements and are supported where possible to do this.

## 11. Monitoring arrangements

This behaviour policy and the written statement of behaviour principles will be reviewed annually by the Deputy Headteacher and Karen Lodge and amendments made where necessary. The policy will then be ratified by the Management Committee once the reviewed policy has been approved.

## 12. Links with other policies

All policies can be found on the Attic website <https://theatticpru.org.uk/our-policies/>

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- SEND policy
- SEND Information Report
- Assessment policy
- Admissions policy
- Positive Handling policy
- Staff conduct policy

## Appendix 1

### A written statement of behaviour principles

Attic staff recognise that ALL behaviour either positive or negative is a form of communication, however poor behaviour will be addressed in the first instance in accordance with this policy.

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- students are supported to take responsibility and accept the consequences of their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The Management Committee also emphasises that violence or threatening behaviour will not be tolerated under any circumstances.

This written statement of behaviour principles is reviewed and approved by The Management Committee annually.

## Appendix 2

### A Restorative Approach

**Restorative practice** is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an **approach** to conflict resolution that includes all of the parties involved. The Attic uses a restorative approach to inappropriate behaviour and conduct this promotes good behaviour and resolves unacceptable behaviour in a fair and consistent way. It promotes positive relationships, conflict resolution and supports students in taking ownership over their own behaviour and accepting the consequences of their actions. This approach is inherent throughout The Attic and contributes to a positive culture and whole school ethos and approach to conflict resolution.

#### **Restorative Practice in Schools is about:**

- building safer schools and positive learning environments
- changing behaviour not punishing. Restorative not punitive
- adults modelling restorative approaches and appropriate conduct and behaviours
- finding ways to repair harm
- building community cohesion

#### **Why use a restorative approach?**

- Consequences doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the consequence
- Individuals don't have to face full effects of actions
- Individuals may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive

- If negative behaviour persists, student may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

### **Restorative Questions 1**

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

### **Restorative Questions 2**

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

## **Appendix 3**

### **A glossary of terms**

<b>Acronym</b>	<b>Full Name</b>
BESST	Behaviour, emotional, social, self-assessment and teaching and learning skills assessment
EHCP	Education Health and Care Plan
EWO	Educational Welfare Officer
PAP	Pupil Action Plan
PEP	Personal Education Plan
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability