

**Impact Independent School**

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| **Approved by:** | Terence Breen | **Date:** September 2021 |
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**Behaviour for Learning Policy**

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**GENERAL STATEMENT**

Promoting positive behaviour in all pupils attending Impact Independent School ensures that a stable and secure environment is achieved and effective learning can take place whilst pupils are made to feel safe and respected during their learning experience. Impact Independent School recognises that the pupils attending may be experiencing social, emotional or behavioural difficulties in their life and therefore additional support and reasonable adjustment may be required at times. Impact Independent School is aware that it has a legal duty under the Equality Act 2010, Learners will not be discriminated against because of their: sex; race; disability; religion or belief; sexual orientation, or any other protected characteristic. Impact Independent School will ensure that when applying this policy, Safeguarding will be taken into account and reasonable adjustments will be made for learners with special educational needs and disabilities.

This policy should be read alongside the safeguarding and child protection policy and the following legislative documents:

Legislative links Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

**AIMS**

* To encourage the pupils to treat each other and staff with mutual respect and promote an environment in which pupils develop academically, socially and emotionally.
* To promote self-esteem, self-discipline and positive relationships based on mutual respect.
* To ensure equality and fairness of treatment for all.
* To promote early intervention.
* To encourage consistency of response to both positive and negative behaviour.
* To work with parents/guardians and professionals to develop a shared approach to tackling behaviour issues.
* Making sure all adults in the room know how to respond to sensitive pupils with special needs.
* Ensuring that learners actually receive rewards every time they have earned them and receive a sanction every time they behave inappropriately.
* Carefully following each stage of the behaviour policy rather than overreacting to poor behaviour; or simply remembering to stay calm.

**ROLES AND RESPONSIBILITIES**

**Pupils will:**

* Adhere to Impact Independent School’s Behaviour for Learning Policy
* Treat each other, members of staff and any visitors with respect.
* Respect the learning environment and not intentionally damage property or equipment
* Arrive at Impact Independent School on time and in the appropriate clothing.
* Not have in their possession drugs, cigarettes, vapes, e-cigarettes, or any paraphernalia linking to these, alcohol or weapons anywhere on the premises.

**Staff will:**

* Treat pupils and each other with respect.
* Model the behaviours they wish to see in pupils.
* Provide structured routines, planned, prepared and supervised learning.
* Ensure that classroom rules and consequences are displayed in each classroom; including the traffic light management system and REACH points.
* Use verbal praise and encouragement often.
* Challenge, calmly and consistently, any inappropriate behaviour.
* Try to resolve behaviour issues in their classroom themselves wherever possible.
* Seek help with behaviour management strategies if their own are unsuccessful.
* Be clear and consistent with expectations of pupils.
* Liaise with parents, guardians, professionals and roll schools regarding individual behaviour issues.
* Report any incident to the behaviour team, log the incident on the Arbor system, and link the appropriate member of staff to the incident for interventions.

**Parents/ Guardians will:**

* Accept and support actions Impact Independent School may take in order to help their child improve his/ her behaviour.
* Attend meetings with Impact Independent School staff to agree strategies to support their child in improving their behaviour.
* Discuss behaviour issues with their child to find cause and seek solutions.

**Anti-bullying**

Impact Independent School believes that every pupil has a right to enjoy his/her learning and leisure free from bullying. We will not tolerate any behaviour that causes distress to any member of our community.

Bullying is a repeated action that is intended to cause someone else harm or upset. This can take place in a number of ways:

* Physical violence
* Pushing and shoving
* Name calling or ‘teasing’
* Extortion (forcing someone to give up money or belongings)
* Intimidation (making someone frightened because of threats)
* Pressure by a person, or a group, to do something an individual feels is wrong
* Deliberately ignoring a person and excluding him/her from the group of friends
* Homophobic name-calling or actions.
* Racism.
* Cyberbullying (by mobile phone, social networking sites etc.)
* Disablist comments or actions using abusive language towards a disabled person)
* 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

**Safeguarding and Child Protection**

The Designated Safeguarding Lead should be consulted in ***all*** behaviour incidences where it concerns a child who is open to multi-agency support for safeguarding purposes.

**SUPPORT**: **COVID 19**

Our commitment –

Impact Independent School:

* Will identify pupils who are at risk of disengagement (including absence or poor behaviour), and provide specific support; Many pupils are likely to need some social and emotional support on their return to school. Some pupils will need extra support, such as those who have previously had poor attendance or fixed term exclusions as well as those new to the school, with special educational needs and disabilities (SEND) or who have not engaged with school during the coronavirus (COVID-19) outbreak.
* Endeavour to engage with the parents and carers of these pupils as soon as possible, ideally before the start of the new school year, to set expectations, understand concerns and build confidence.
* Make sure Pastoral Leads and Designated Safeguarding Leads have undertaken appropriate training to spot signs of distress and poor mental health.
* Ensure staff are able to identify where changes in behaviour (for example being fearful or withdrawn, aggressive or oppositional, or excessively clingy) may be an indication of an underlying issue.
* Where further support is needed, staff will consider what additional support or reasonable adjustments are needed and put a plan in place to deliver it, with regular points to review.
* Where pupils already have education, pastoral support or multiagency plans, these will be updated.
* Where learners have special educational needs and disabilities, we will work with local services (such as health and the local authority) to ensure the services and support are in place that will ensure a smooth return for pupils.
* For learners who have a social worker or who are otherwise vulnerable, work with social workers and other relevant services to ensure the right services and support are in place. This includes making contact to discuss re-engagement over any breaks and informing them if the child does not attend in the new term/half term.

**Acknowledging Positive Behaviour**

We expect the very best of our Learners, and despite the difficult start to education, they may have had; we have high aspirations for them academically as well as socially and emotionally. Positive behaviour should be acknowledged and rewarded to encourage further use of this type of behaviour and reduce inappropriate behaviour. Every member of staff is responsible for:

* Only praise what is worth praising
* Praise what the pupil has done
* Be specific with the praise
* Avoid competition or comparison to others
* Gain an understanding of what motivates the pupil and tailor the praise to suit
* Be mindful that not all pupils will respond well to public praise, particularly those with specific attachment styles

At Impact Independent School, we use the REACH positive behaviour system (see attached)

Learners have the opportunity to be awarded points ranging from 1-3. A learner will be awarded 1 point if there is some evidence of positive behaviour, 2 if this is displayed for most of the lesson and 3 if displayed for the entire lesson. Staff should ALWAYS support learners to achieve at least 1s in each area of REACH. This is a strengths based approach and builds on positives

**Other ways learners will be rewarded.**

Each Friday afternoon there is a Focus assembly – this considers positive behaviour for the following week and awards learners for their positive behaviours the previous week. Any nominations should be sent to the Behaviour Lead and supported by evidence on the Learner REACH points

Positive written comments in books or in report card.

A special certificate or prize.

Having work on display around school.

Executive Head Teachers’ Award for outstanding behaviour.

**UNACCEPTABLE BEHAVIOUR**

**Impact Independent School classes the following as unacceptable behaviour:**

* Violent behaviour or physically hurting others.
* 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
* Deliberate offensive language.
* Rudeness to staff and other pupils.
* Vandalism.
* Drugs or alcohol use in school.
* Continued disregard for staff instruction.
* Continued disregard for rules and or procedures.
* Theft from staff, fellow pupils and premises

**Power to search** **or wand** **without consent for** **“prohibited items” and Confiscation of such items**

***Phones must be handed into a member of the pastoral/safeguarding team every morning before the start of lessons.***

Staff are able to confiscate, retain or dispose of a learner’s property, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. This includes, (but is not limited to:

Knives and weapons

Alcohol

Illegal drugs

Stolen items

Smoking paraphernalia

Fireworks

Pornographic images

**Consequences**

These can range from verbal prompts, detentions, external interventions, report card system, and isolation or as a last resort the temporary or permanent exclusion of a pupil from Impact Independent School depending on the situation or circumstance. If a pupil is put into isolation they must be allowed time to eat and use the toilet.

At all times staff, pupils and parents/ guardians will liaise to ensure everyone has a clear understanding of the expectations of Impact Independent School. Where misbehaviour occurs then it should be dealt with promptly and fairly with the emphasis on developing self-esteem and self- discipline.

Opportunities will be provided throughout for the pupil to correct their own behaviour. This will include reflection and restoration facilitated by the SEMH mentors. Parents will always be informed if a behaviour issue has arisen and the actions that have been taken by Impact Independent School.

**Detention**

Teachers have a power to issue detention to pupils (aged under 18).

Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

Section 90 of the Education and Inspections Act 2006

The times outside normal school hours when detention can be given (the ‘permitted day of detention’) include:

Any school day where the pupil does not have permission to be absent. Weekends - except the weekend preceding or following the half term break; and non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘noncontact days’.

The Executive head teacher can decide which members of staff can put pupils in detention. For example, they can limit the power to the Executive & Senior Leadership Team, only or they can decide that all members of staff, including support staff, can impose detentions. At Impact Independent School, the EHT delegates responsibility to all staff with the exception of non-front facing support staff.

Matters schools should consider when imposing detentions:

Parental consent is not required for detentions.

As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, when imposing a detention.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

**Detentions outside school hours.**

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

• Whether the detention is likely to put the pupil at risk.

• Whether the pupil has known caring responsibilities that means that the detention is unreasonable.

• Whether the parents ought to be informed of the detention. In many cases, it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and

• Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent

**Power to use reasonable force**

At Impact Independent School, restraint and physical force is always a last resort. However, members of staff have the power to use reasonable force to prevent learners committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the school. Where there is a restraint, a Restraint Incident Form will be completed and held on the Learner file, this will also be logged on Arbor and reviewed.

**Temporary and Permanent exclusions**

A decision to exclude a learner, either for a fixed period or permanently is seen as a last resort by the school, whilst always bearing in mind our duty of care to learners and staff. The school is responsible for communicating to learners, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. The school will take account of any special educational needs when considering whether to exclude a learner. The Executive Head Teacher will ensure that reasonable steps have been taken by the school to respond to a learner’s disability so the learner is not treated less favourably for reasons related to the disability. Reasonable steps will include:

1. Developing strategies to prevent the learner’s behaviour

2. Requesting external help with the learner

3. Staff training

Periods of fixed term exclusion range from 0.5 – 5 days. The length of time will be dependent on the seriousness and frequency of the incident. Any physical Assault is automatically a 5 day fixed term exclusion.

Only the Executive Head teacher or Director of Safeguarding and Pastoral Support Services can make the decision to exclude a learner. This will be communicated to parents/carers and followed up in writing. A copy of the letter will be made available to the referring agency where appropriate.

Upon reintegration after a period longer than 3 days, a parent/carer is expected to attend the meeting to discuss the behaviour for learning policy and a behaviour support plan for their child. It may result in their child being placed on an entitlement plan (part time timetable).

For periods of 0.5-3 days, a child can be reintegrated without a parental meeting but must attend restorative mentoring with one of the SEMH Mentors.

**Behaviour on School Transport**

When agreeing for home to school transport parents are required to complete a declaration between parents, learner and the school on behalf of their child and will be required to sign agreeing that:

* You have read and agree to abide by the conditions as set out in the behaviour policy
* That the learner agrees to this being made
* You give permission for us to check the information provided on the declaration form and in any supporting documents with your school, or medical practitioner; e.g. exemption from wearing a face covering during the COVID 19 pandemic. (evidence will be needed to support this)
* You will inform us immediately of any change of address and that you understand if you have provided any information that is incorrect or incomplete, we will withdraw your travel assistance immediately
* Should any information made available to us by parents/carers be deemed to be inaccurate we reserve the right to remove the provision of free travel and the parents/carers will have to make alternative arrangements for travel to and from school

We are fully committed to providing and maintaining safe home to school transport arrangements for learners and young people at Impact Independent School. At the heart of this policy is a commitment to ensuring that home to school transport for young people at Impact Independent School is as safe and secure as is possible, and that the policy operates to the advantage of all of the learners who are eligible to use the transport.

**Transport Sanctions/Consequences**

• A sanction should only be applied after investigation of an incident

• Where a sanction has been applied parents / carers have access to an appropriate form of review.

• All long-term sanctions that include removal of transport should be subject to regular review.

• Sanctions should be fair and appropriate to the seriousness of the incident(s) / behaviours.

• The procedure by which a sanction is applied should ensure that the child is informed by the school about the reasons for it; the parent / carer should also be informed by the school.

• The Transport Drivers/ Escorts must be made aware all cases where transport is to be removed.

• The most serious sanctions will not be applied until all other sanctions have been tried and have demonstrably failed, unless the incident is so serious that it would be appropriate to apply a more serious sanction immediately, including withdrawal of transport on a fixed term or permanent basis.

• Where a child/learner’s behaviour on transport is causing concern, he / she will be advised of the consequences of a failure to improve behaviour by the school; the parent / carer will also be kept informed by the school.

• There will be the highest possible degree of predictability in the application of sanctions, and those learners who breach their responsibilities should be clearly aware of the consequences of such breaches.

**Immediate removal of transport privileges will be implemented if a child/learner is**:

• Carrying a blade or other sharp instrument that can be used to damage the bus.

• Smoking or carrying a lighter/matches onto the bus.

• Using an electronic cigarette.

• Carrying or taking drugs.

• Damaging the vehicle.

• Opening the emergency door.

• Touching the controls of the vehicle.

• Physically violent to the driver or passenger assistant.

**Factors that need to be considered in applying sanctions**

• The seriousness of the incident / behaviour, and its impact on others.

• The frequency of such incidents / behaviours by the child/learner. Consideration should also be given to the:

• Age and understanding of the child/learner.

• Any Special Educational Needs the child may have.

• The degree of peer or other pressure.

• Whether the incident / behaviour was perpetrated alone, or as a part of a group.

• The intention of the child.

• The child's emotional state.

• The child's behavioural history on school transport.

• The circumstances preceding the incident.

• The impact of the behaviour on others and / or property.

•The interventions / strategies used by the school and / or others to manage / change the child’s behaviour.

**Pupils’ conduct outside the school gates** – Teachers’ powers

What the law allows.

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable.”

Teachers may discipline pupils for misbehaviour when the pupil is: taking part in any school-organised or school-related activity or travelling to or from school or in some other way identifiable as a pupil at the school or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

**Behaviour Agreement**

I will demonstrate that I am ready to learn by:

* Handing my belongings in at the beginning of my school day
* Following staff instructions
* Attending all of my own lessons (including registration) and staying there unless I have permission to leave
* Attempting to complete all work set
* Accepting help from staff if I need it
* Listening to staff without interrupting
* Expressing myself respectfully at an appropriate time
* I will not be under the influence of non-prescription drugs or alcohol

Impact will:

* Offer a safe, friendly environment without being judgemental
* Listen to me when I need to express myself
* Differentiate work so that I am able to work independently
* Log my positive behaviour, attitude and good work on Arbor
* Reward good behaviour and attitude

I understand that if I do not adhere to the rules of this agreement, my placement at Impact could potentially be at risk.

|  |  |
| --- | --- |
| Learner name: |  |
| Learner signature: |  |
| Date: |  |





**Traffic Light Behaviour Management System**

The traffic light system is used by staff to manage behaviour of students in classroom. The system will be used across the school. Other classroom management strategies can be used in class alongside the traffic light system. The traffic light system should be clearly displayed in classrooms, and used alongside REACH points.

The traffic light system, when used correctly across the school enables learners to clearly understand what acceptable and unacceptable behaviour in class is, and that rewards and consequences are linked to their individual behaviour and attitude.

**Green**

* Everyone starts with a green
* When in class follow instructions first time they are given, no exceptions
* Accept staff decision
* Allowing others to learn and work without disruption
* Being respectful to everyone in all class at all times

**OUTCOME**

* Green means reward = Positive behaviour points, end of term reward, activities and trips (Use REACH points to record and evidence)

Amber

* Being rude to staff and other pupils
* Disregard for staff instructions
* Disregard for rules and or procedures
* Discussing issues that are not related to the lesson
* Not doing the work that's expected of you

• Discussion with learner, 10-minute detention to review behaviour (end of lesson/ lunch)

**OUTCOME**

Learner can return to green at the end of the lesson if teacher feels that the learner has responded to the instructions, and is on task for learning.

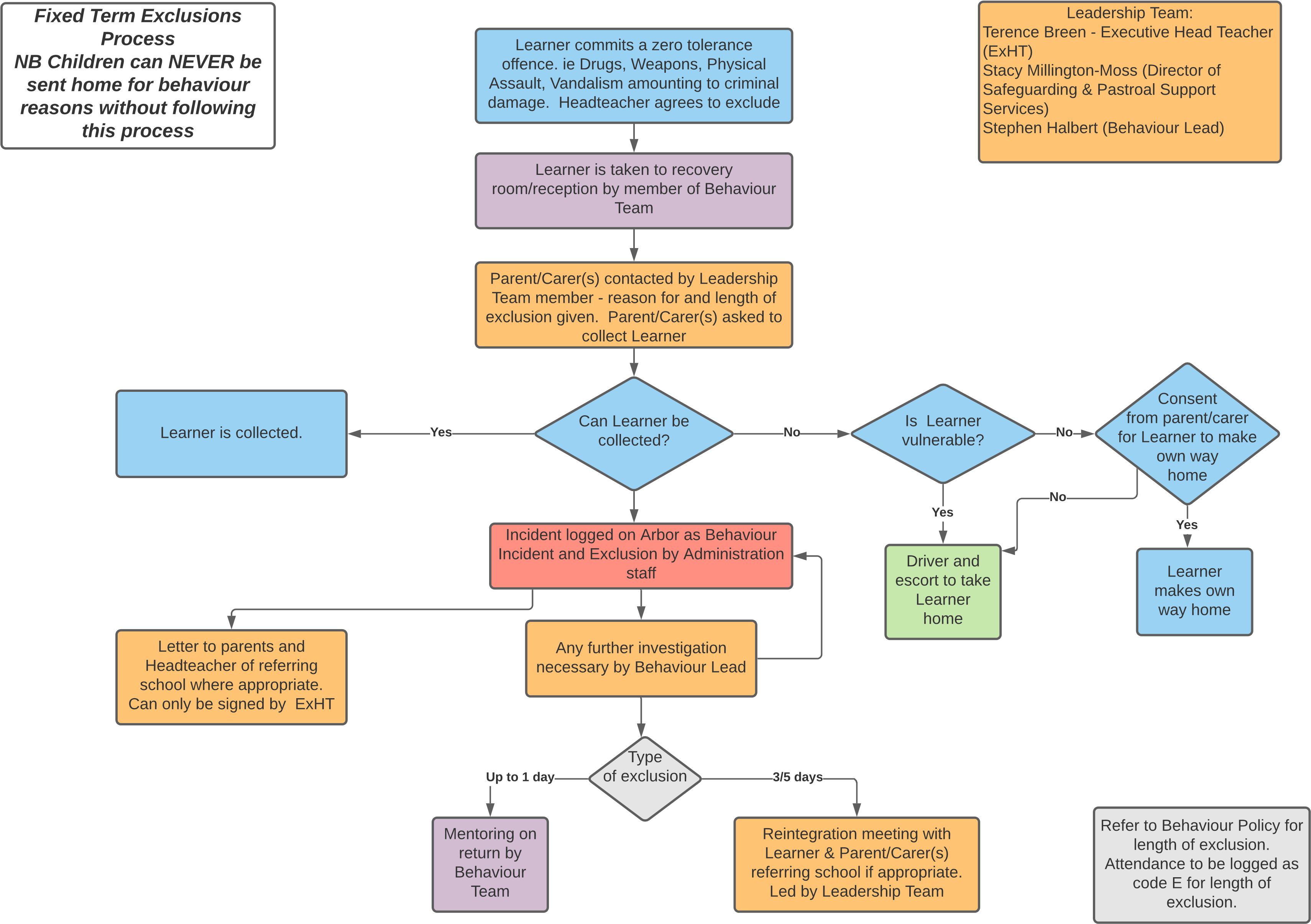
**Red**

* Violent behaviour or physically hurting others
* Sexual Violence
* Sexual Harassment
* Deliberate offensive language
* Consistent rudeness to staff and other pupils
* Vandalism
* Continued disregard for staff instructions
* Continued disregard for rules and procedures
* Theft from staff, fellow pupils, visitors or the premises

**OUTCOME**

* Red = Means instant removal from classroom, 10 - 20 minute detention, contact parents, report card and possible exclusion(Speak to Executive Head Teacher or Director of Safeguarding and Pastoral Support Services to discuss fixed term exclusion)

Appendix 1 Exclusion Flowchart



Please note: It is extremely rare that a learner receives a permanent exclusion from Impact Independent School; however, should it be deemed necessary, the above process is followed. The type of exclusion is logged as permanent. This decision can only be made by the Executive Headteacher, Terence Breen, following a full, impartial investigation without prejudice.

If the learner is a single registered learner, we will work with the local authority to find the learner an alternative placement.

Regardless of the length of exclusion, we will provide the learner with work to complete at home; this will be done remotely via the website or provided at home as a “hard copy”.