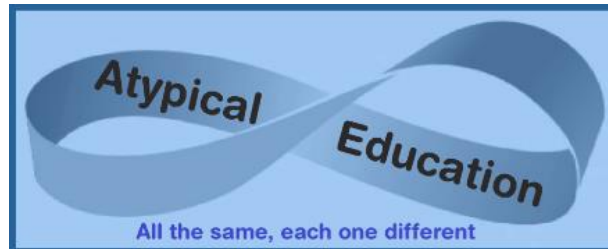


Behaviour policy and statement of behaviour principles

Atypical Education



Approved by:	Emma Oxnam	Date: 1 st September 2022
Last reviewed on:	26 th August 2023	
Next review due by:	26 th August 2024	

Contents

1. Aims	2
2. Legislation and statutory requirements.....	2
3. Definitions	3
4. Bullying	3
5. Roles and responsibilities	4
6. Pupil code of conduct	4
7. Rewards and sanctions	4
8. Zero-tolerance approach to sexual harassment and sexual violence	5
9. Off-site behaviour	5
10. Malicious allegations.....	5
11. Behaviour management	6
12. Physical restraint	6
13. Confiscation	6
14. Pupil support.....	6
15. Safeguarding	7
16. Pupil transition	7
17. Training.....	7
Appendix 1: written statement of behaviour principles.....	8

1. Aims

This policy aims to:

- › Provide a consistent approach to behaviour management
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Outline how young people are expected to behave
- › Summarise the roles and responsibilities of different people 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](#)
- › [Keeping Children Safe in Education](#)
- › [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

3. Definitions

Serious misbehaviour is defined as:

- › 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, 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:

- Emotional
- Physical
- Prejudice-based and discriminatory
- Sexual

- Direct or indirect verbal
- Cyber-bullying

5. Roles and responsibilities

The Owner

The Owner is responsible for reviewing this behaviour policy in conjunction with statement of behaviour principles (appendix 1).

Staff

Staff are responsible for:

- › Implementing the behaviour policy consistently
- › Modelling positive behaviour
- › Providing a personalised approach to the specific behavioural needs of particular young people
- › Recording behaviour incidents

Parents

Parents are expected to:

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

6. Pupil code of conduct

Pupils are expected to:

- › Show respect to members of staff
- › Take part in discussions about behaviours and self-regulation
- › Treat property with respect
- › Refrain from behaving in a way that brings Atypical Education into disrepute, including when outside school

7. Rewards and sanctions

Positive behaviour will be rewarded with:

- › Praise
- › Texts or phone calls home to parents
- › Special responsibilities/privileges

The following sanctions in response to unacceptable behaviour:

- › A calm verbal reprimand
- › Restorative discussions regarding behaviours
- › Texts or phone calls home to parents or schools

In the case of **Serious misbehaviour** parents and carers may be called or in case of emergency of serious harm call 999.

8. Zero-tolerance approach to sexual harassment and sexual violence

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

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

Atypical Education has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

9. Off-site behaviour

Sanctions may be applied where a young person has misbehaved off-site. This means misbehaviour when the pupil is:

- Taking part in any organised activity
- Travelling to or from the activity or home

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of Atypical Education
- Poses a threat to another pupil or member of the public
- Causes damage or criminal activity
- Could adversely affect the reputation of Atypical Education

10. Malicious allegations

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the referring school and Atypical Education (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.

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

11. Behaviour management

Staff will:

- Create and maintain a stimulating environment that encourages young people to be engaged
- Develop a positive relationship with pupils:
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting positive behaviour, self-regulatory and self-esteem strategies
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement

12. Physical restraint

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

- 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

13. Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

14. Pupil support

Atypical Education recognises its legal duty under the [Equality Act 2010](#) to prevent young people with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to their needs.

Where necessary, additional support and advice will also be sought from educational psychologists, medical practitioners and/or others, to identify or support specific needs.

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

15. Safeguarding

Atypical Education recognises that changes in behaviour may be an indicator that a young person is in need of help or protection. We will consider whether a young person'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 child protection and safeguarding policy.

16. Pupil transition

To ensure a smooth transition from Atypical Education to school settings, young people are supported throughout the process.

In addition, staff members hold transition meetings to ensure behaviour is continually monitored and the right support is in place, information related to behaviour issues may be transferred to relevant staff at the start of the placement.

17. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their continuing professional development.

A staff training log is kept on file as Mandatory Staff Training and Log.

Appendix 1: written statement of behaviour principles

- Every young person understands they have the right to feel safe, valued and respected
- All young people, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to young people 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 young people and staff
- Young people are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationship