

<p>Small Haven School</p> <p>Behaviour Management Policy</p>
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Date	Review Date	Coordinator	Nominated Director
18.09.24	01.09.25	Principal Head	Director of Education

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1. INTRODUCTION

The Communicative Function of Behaviour;

Behaviour management and the promotion of positive behaviour do not constitute a discrete, separate element of life at Small Haven School. We believe that all presenting behaviours, whether belonging to pupils or staff, are communications and as such efforts should be made to understand and respond appropriately to them. We embrace the view that most, if not all, behaviour is fundamentally good in intention - designed to safeguard the physical and/or emotional survival needs of the individual/s concerned. We are mindful that many of our pupil's may have encountered different forms of trauma and adopt a trauma-informed approach to the care we provide. Poor behaviour therefore represents the expression of legitimate needs, albeit inappropriately expressed.

For example, a need to belong, to think of one-self as loveable and to have self-worth are experienced in school situations as the need for:

- Attention;
- Justice/reparation;
- Power & control (issues of choice/task avoidance);
- Acceptance and affiliation (friendships and companions);
- Access to tangible resources;
- Stimulation (avoidance of boredom)
- Expression of self.

As such, we endeavour to get to know each of our pupils and gain an understanding into each of their individual needs, triggers and the communication behind the various behaviours they present. This understanding will inform the development of a personal support plan (PSP) for each pupil to promote a consistent and effective approach to preventing and supporting challenging pupil behaviour.

Emotional awareness and reflective Practice

The school is underpinned by a psychotherapeutic ethos whereby we seek opportunity for developing emotional understanding and reflective practice, both in ourselves and the pupils for whom we care for. We acknowledge that many of our pupils may struggle to express themselves effectively at times and view these experiences not as a barrier to learning, but as a vital opportunity for emotional learning. The ability to develop emotional understanding, reflection and regulation is a vital skill that we all need in order to live happy, fulfilled lives within society.

All school staff are encouraged and supported to better understand pupil communications and reflect upon the relationship between responses given and the behaviours they elicit, including our own. We recognise that we cannot ever hope to effectively control children's behavior and focus our energies upon the more achievable task of positively influencing and inspiring pupils toward more appropriate behaviour, modelling and teaching awareness, replacement behaviours and effective coping strategies. Staff receive psychological training on an annual basis by external experts, to further develop their understanding and effectively implement positive communication strategies.

'The only thing that educators have real control over is themselves. The way they approach and deal with children, the way they respond to their behaviour, the way they speak, the way they look, the way they arrange and organise their room together with the way they present the work set them is all under their control' **Rob Plevin**

Shared values and beliefs:

- The principles described above provide the basis of reasoning for all our actions pertaining to the management of pupil behaviour and inform the content, application and on-going development of our behaviour and policy. We endeavour to create an environment where all pupils can be effectively supported towards to academic, social, emotional attainment by adults equipped to developing positive working relationships with pupils. Relationships through which to guide, inspire and influence

them toward personal success. The values characteristic of our approach to working with pupils and each other can be expressed within the following framework of rights:

We believe in the right of all school community members:

- To feel physically and emotionally safe;
- To learn and develop to the best of their ability;
- To be respected and valued as an individual;
- To a learning environment where tolerance, fairness and courtesy prevail;
- To express their views, be listened to and consulted;
- To clear and consistently applied expectations and boundaries;
- To learn from our mistakes through opportunities to discuss them;
- To accept responsibility for their own behaviour and make amends;

Aims of School Community:

- To create a caring, orderly and stimulating atmosphere of belonging in the school that positively promotes learning and a sense of belonging;
- To achieve a consistency of attitude and response from all adults which engenders a sense of security and safety;
- To promote in all pupils a sense of self-awareness, self-regulation, self-calming and the ability to take responsibility for their actions;
- To engender in all pupils tolerance and respect for diversity;
- To create a climate of mutual respect between all pupils, adults, parent/carers and other school community stakeholders;
- To promote, encourage and provide for the continual development of all staff in understanding and responding to the needs of pupils with emotional, social and behavioural difficulties;
- To develop a partnership with parent/carers which recognises and respects important factors in the pupils life and experiences outside of school and which through regular dialogue supports parent/carers to fulfil a proactive and confident role in the meeting of their child's needs and the management of their behaviour.

TEACHING AND LEARNING:

The Informal Behaviour Curriculum;

- We believe it is the duty of all staff, through everyday contact with pupils, to be aware of the ever-present opportunities to promote and teach positive behaviour. Positive behaviour can be promoted and directly taught by all adults in school throughout the school day by:
 - All adults modelling appropriate and respectful behaviour toward pupils and each other in all their interactions;
 - Setting appropriate boundaries for pupil behaviour and applying these consistently;

- Demonstrating empathy and understanding of pupil behaviour and needs;
- Seeking the views of pupils and listening to what they have to say;
- Proving pupils with feedback in constructive and informative ways;
- Applying positive consequences to encourage the learning of appropriate behaviour;
- Applying negative consequences to discourage the learning of inappropriate behaviour;
- Showing respect and understanding to all members of the school community.

2. 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**
- Promote good behaviour, self-discipline, respect and regard for authority
- Set an acceptable standard of behaviour
- Prevent bullying

3. Legislation and statutory requirements

This policy is the school's legal duty and 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:

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

4. 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, including peer on peer
- 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
 - 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)

5. Bullying

Keeping Children Safe in Education (2024) states that the behaviour policy should include measures to prevent bullying, including cyber-bullying, prejudice-based and discrimination 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, including peer on peer.

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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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, radicalisation, inciting terrorist violence

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally and the need to prevent people from becoming terrorists or supporting terrorism. Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively. The Directors, Principal Head (SLT) role model good behaviour and support their colleagues to implement this policy via role modelling & regular staff training and development.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy/strategy which can be accessed on the school's website.

6. Roles, Responsibilities and Entitlements

Effective outcomes require involvement from the whole school community.

Pupils are expected:
<ul style="list-style-type: none"> <input type="checkbox"/> To attend school regularly, adhere to the school's code of conduct and be prepared to learn; <input type="checkbox"/> To respect, support and care for each other in school and the wider community; <input type="checkbox"/> To be tolerant of others irrespective of race, gender, religion, sexuality and age; <input type="checkbox"/> To listen to others and respect their opinions; <input type="checkbox"/> To follow the reasonable requests of adults throughout the school day; <input type="checkbox"/> To accept and/or seek the support of adults at times of need; <input type="checkbox"/> To take responsibility for their own actions and behaviour; <input type="checkbox"/> To participate and be involved in school-decision-making processes and make their views known to adults in appropriate ways (mentoring/council); <input type="checkbox"/> To ensure all assigned work is completed to the best of their ability
Pupils are entitled to:
<ul style="list-style-type: none"> <input type="checkbox"/> To be treated with dignity and respect; <input type="checkbox"/> Individual targets to ensure teaching and learning meets their individual needs (EHCP's etc.); <input type="checkbox"/> A stimulating and challenging curriculum; <input type="checkbox"/> Achieve their full potential; <input type="checkbox"/> To experience a sense of safety and security; <input type="checkbox"/> Consistency in their care and management of behaviour (personal support plan); <input type="checkbox"/> To experience a sense of belonging and feeling valued as an individual; <input type="checkbox"/> To be consulted in matters that affect them and have access to systems of pupil representation; <input type="checkbox"/> To have their behaviour, social and emotional skills recognised and celebrated. <input type="checkbox"/> Planned and supported transition process.
Parent/carers are expected:
<ul style="list-style-type: none"> <input type="checkbox"/> To provide school with an emergency contact number; <input type="checkbox"/> To communicate with school regarding any changes/issues that may hinder their child's ability to manage so proactive support can be provided; <input type="checkbox"/> To be aware of and support the school's values and expectations; <input type="checkbox"/> To support their child's regular attendance, preparedness to learn and adherence to the school's code of conduct; <input type="checkbox"/> To take an active and supportive interest in their child's work and progress; <input type="checkbox"/> To make school aware if they think their child is being bullied; <input type="checkbox"/> To take responsibility for their child's behaviour both within school and the wider community.
Parent/carers are entitled to:

- To be treated with dignity and respect;
- To know about school policy matters and have access to the relevant policies;
- To be provided with opportunities to contribute to policy development;
- To be regularly informed of their child's progress and be advised of any difficulties promptly;
- To receive support from school and be directed to appropriate forms of additional support as necessary;
- Can expect school staff to inform them if their child is absent from school;
- To feel welcome and valued when including when visiting the school.

Staff are expected:

- Lead by example and contribute to the promotion, development and monitoring of the schools behaviour and attendance policy;
- To encourage the aims and values of the school and local community among the pupils;
- To treat all members of the school community with dignity and respect;
- To provide a challenging, interesting and relevant curriculum;
- To create a safe and pleasant environment both physically and emotionally;
- To model appropriate behaviour and social skills in interactions with members of the school community;
- To hold high expectations of all pupils, recognise and value their strengths;
- To meet the educational, social, emotional and behavioural needs of pupils through an appropriate curriculum and individualised support (EHCP/PSP);
- To recognise when they may require the support of others in managing pupil group and/or individual behaviour and seek support;
- Seek to promote positive behaviour in all their interactions with pupils;
- To be consistent when working with pupils;
- To promote and safeguard the well-being of all pupils;
- To communicate and record incidents appropriately (DIS, RPI etc.)
- To develop positive working relationships with parent and carers;
- To be guided by the 'Best Interests of the Child' principle when in their work;
- To attend regular staff training on behavior management;
- To access support from the Principal Head to help improve practice.

Staff are entitled to:

- To be treated with dignity and respect;
- To contribute to policy and practice development in behaviour and attendance matters;
- To be supported in their task by the school management teams;
- To know when and how they can seek the support of experienced colleagues in times of difficulty;
- To have sufficient allocated areas for use in supporting behavior intervention, including staff support;
- To have access to support and advice as required to best address matters of misbehaviour and/or poor attendance;
- Have access to regular professional development in behaviour promotion and management.

Principal Head & Directors are expected:

- Ensure that all aspects of the school's behaviour and attendance policy promote equality for all pupils;
- To collate, analyse and monitor behaviour and attendance data to inform resource allocation and seek improvement;
- To closely monitor the use of rewards and sanctions to ensure that their distribution does not detract from equal opportunities principles;
- To support the creation of an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes equality;
- To provide advice and support to enable all school staff to effectively fulfil

<p>their roles and responsibilities;</p> <ul style="list-style-type: none"> ▪ To ensure that school council practices truly reflect the priorities of the pupil population and that they are responded to accordingly.
Principal Head & Directors are entitled to:
<ul style="list-style-type: none"> ▪ To be treated with dignity and respect; ▪ Support and guidance from the SLT on policy and practice. ▪ External support/consultation & training as and when needed

7. Pupil code of conduct

Pupils are expected to:

- Behave in a safe and orderly way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move safely around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times, unless given special permission by the principal head
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

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

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school 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. Rewards and sanctions

Small Haven School advocates respectful relationships and positive reinforcement to encourage appropriate behaviour. Staff take every opportunity to praise, celebrate and reward pupil's efforts and achievements. Each class has its own rewards system, developed in collaboration with the pupils and there are regular opportunities to share achievements with the wider school community. However, we also recognise that pupil's need to understand the relationship of cause and effect and develop responsibility for their own actions. As such, sanctions may also be utilised to demonstrate consequences for behaviour. Such consequences will always be applied fairly, proportionately, with dignity and in the spirit of promoting learning for the future. Opportunities for reflection and repair will always be provided. Small Haven School implements a range of various rewards and sanctions personalised to the needs, context, and understanding of individual pupils.

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 the school vehicle on the way to or from school.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (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 and procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse against staff or other pupils.

10. Behaviour Management

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
- Ensure individual pupils needs are met-follow EHCP's, PSP's & risk assessments
- 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-class rewards system

Physical restraint

Small Haven School is trained in non-abusive psychological and physical intervention (NAPPI). Staff are skilled in strategies and techniques to avoid serious escalation in dangerous behaviour. We have a duty of care to keep everyone safe and in some rare circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Causing serious damage to 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 in the school's RPI book and reported to parents
- Be followed-up with post-incident reflection with staff, and pupil where possible

Confiscation

Any prohibited items 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 [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 school's special educational needs co-ordinator and Principal Head (child & adolescent psychotherapist) 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 the principal head, specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Small Haven School is able to provide a wide-range of in house support and interventions including observation, OT, drawing and talking, Thrive, mentoring etc. 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.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil'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.

11. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year (EHCP's, risk assessments, PSP's). Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12. Training

Our staff are provided with instruction on managing behaviour, including proper use of restraint, as part of their induction process. Formal training in Non Abusive Physical & Psychological Intervention (NAPPI) is provided by National Accredited Training Providers NAPPI UK once a year, generally in August over a two-day period. Staff who miss the annual training provided by NAPPI UK due to being absent or joining the school after the training is given is required to do the behaviour management course with Educare, at the earliest opportunity.

It is accepted by the school that ALL staff have a 'duty of care' to protect themselves or others when a child or young person is displaying dangerous behaviours, and therefore has the full permission of the school to participate in a RPI. The use of physical restraint must always be the last resort having tried all known and agreed strategies first, and reasonable force must be used for the shortest period of time.

Behaviour management will also form part of continuing professional development. Ongoing support also takes place regularly within daily briefings, staff reflection meetings and supervision.

A staff training record is maintained on the school training matrix.

13. Monitoring arrangements

This behaviour policy will help us to ensure that we do not unintentionally discriminate against certain groups. Thereby, avoiding this by monitoring all incidents of behaviour and looking for any patterns or trends to ensure that no particular group is more affected by this policy than other groups. This behaviour policy will be reviewed annually by the principal head and directors, who form the SLT. At each review, the policy will be approved by the principal head and the director of education.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Exclusions policy
- Safeguarding policy & managing allegations against staff

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” November 2014:
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”:
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk

DfE: SEND code of practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk

- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational