

**Outcomes
First
Group.**

Behaviour Policy

Baston House School
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1.0 INTRODUCTION

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

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 and:

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

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



2.0 MISSION STATEMENT

Baton House School is dedicated to ensuring that our school environment supports learning and the well-being of pupils and staff through a strong sense of community cohesion. Co-operation, support, and respect are the foundations of our community and we work hard to provide a safe school where pupils feel included in every aspect of school life and comfortable to voice their opinions.

This policy outlines what we expect from all our pupils in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community and is written in line with our governing body's statement of behaviour principles. Good behaviour and self-discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years. **At all times, the pupils' behaviour will be considered in the context of their diagnosed special educational needs.**

3.0 STANDARDS OF BEHAVIOUR

3.1 School

The school understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate pupils or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account the pupils' special educational needs as well as the additional challenges that some of our vulnerable pupils may face. Staff are trained to develop behavioural strategies as part of their continual professional development. For example, physical intervention training related to safe physical interventions and designing Personal Behaviour Support Plans. Staff are well informed of the extent of their disciplinary authority.

We work closely with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report behaviour, good or poor, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are up on walls in classrooms and situated around the school.

Staff are a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times, to check that pupils are using the school premises and grounds respectfully and behaving appropriately.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of their diagnosis and/or mental health needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils. All pupils have an Individual Behaviour Plan and/or Pastoral Support Plan designed to address a range of behaviours that may be challenging or make coping with social norms difficult, for example, unable to transition between classrooms or home to school.

Staff seek advice from our in-house multi-disciplinary team and from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's special educational needs policy for more information.

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. For more information, see section 6 of this policy and our Anti-Bullying Policy.



3.2 Pupils

The school expects all of our pupils to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, belittling, or bringing intentional harm to other pupils or staff will not be tolerated. Pupils are ambassadors to our school even when off school premises, and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as report cards, pastoral support programmes or parental contracts. School work and homework should be as well presented as possible, completed to the highest standard achievable, and handed in on time. Staff will always gauge the level, amount and frequency of homework to ensure pupils' anxiety levels are not unduly increased. Sanctions will not be set for pupils who find homework a challenging task due to their special needs. If pupils show signs of struggling to meet the requirements of their workload for any reason, staff and parents will support the pupils. The school asks that pupils and parents carefully read this policy.

Under no circumstances will illegal or inappropriate items be tolerated in school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:

- verbal abuse to staff
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- bullying (to the extent not covered above)
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances including "synthetic highs"
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug or other substances including "synthetic highs"
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

Further clarification on exclusion can be found in the Exclusion Policy.

3.3 Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents sign the home-school agreement to indicate that they will respect and support the school's behaviour policy and the authority of the school staff. Building school life into a natural routine – ensuring that your child is at school on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to school rules and procedures. We also expect parents to provide nourishing packed lunches.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of fixed term exclusions, parents are expected to provide appropriate supervision for their child during the time that they are excluded from school, ensure that their child is not present in a public place during school hours without reasonable justification and to attend a reintegration interview at the school with their child upon their return.



4.0 SCHOOL RULES THAT APPLY AT ALL TIMES

- Always be on time.
- Keep your appearance smart and tidy, and wear specified school uniform at all times to and from school. Wear appropriate kit for sports and games where changing facilities allow.
- Rude, derogatory, racist or defamatory language will not be tolerated.
- Be considerate of your peers and the extended community. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- Be polite and respectful at all times. This applies to staff, other pupils, any visitors to the school, and to members of the general public.
- Take care of your environment, both on the school site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Unauthorised absence from school will not be tolerated.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances, for example, fire extinguishers.
- Gambling is not allowed on school property.
- The following items are not allowed in school under any circumstances:
 - Alcohol and drugs
 - E-Cigarettes, cigarettes, matches, and lighters
 - Chewing gum
 - Weapons of any kind or instruments/substances intended to be used as weapons
 - Material that is inappropriate or illegal for children to have; such as racist or pornographic material

Much of what we do is designed to prepare students for life outside school. This includes the use of mobile phones which are in everyday use by millions of people in the UK. Our policy is designed to develop autonomy and appropriate attitudes to the use of mobile phones as well as protect students' privacy. Staff and students receive regular guidance on the use of social media. If parents choose to send their children to school with a phone, we respect that wish.

Pupils up to and including Year 11 are not allowed to have access to their mobile phones during the school day. Pupils are allowed to bring the phones to school but they must be handed to their form team upon arrival to school. Post 16 pupils are permitted to have their phones in school but must not be used during lessons unless permission is given by a member of staff. Repeated unauthorised use will result in privilege loss and confiscation. From this stage on, if parents wish to send their children to school with a mobile phone, the phone must be handed in to staff upon arrival, and they will be returned to pupils at the end of the school day.

If students cannot follow this policy, parents will be asked not to send their children to school with a mobile phone.

4.1 Drugs

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes a strong stance and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Pupils may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that pupils should not carry these in school. If they need medication they must be taken by a member of staff to the medical room and stored safely.

Medication

We are aware that it may be necessary for some pupils to take medication during the school day. Parents should make the school aware of this in writing as soon as their child starts taking the medication.

We have trained staff who can safely administer controlled drugs: it is the parents' responsibility to inform the school about all medication required by their children.



4.2 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity may be permanently excluded.

All of these rules also apply when travelling to and from school or FE Colleges

5.0 CLASSROOM MANAGEMENT OF BEHAVIOUR

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
- Design personalised behaviour reward systems to motivate behaviour and learning
- Remind pupils of, and model, the expected code of conduct or their own classroom rules
- 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

5.1 An assertive voice

Staff will be expected to maintain an assertive voice when working with children and young people displaying challenging behaviour.

Assertiveness allows the development of positive, respectful relationships between staff and pupils. Assertive teachers and assistants create a presence in the classroom, and use a range of tools and strategies to manage behaviour in a non-confrontational manner. All in all, an assertive school is a dynamic, positive environment. Providing choices and limit setting is an approach that all staff follow

Examples of an assertive voice, choices and limit setting are:

- You need to...
- In 5 minutes, I will see...
- You should be...
- When you ... then you...
- I am giving you a choice to ... or ...
- First we will... then we will...
- You are working towards...
- Stop.
- This is your first/second warning.
- If you... then ...
- You have lost the opportunity to earn...because ...
- You can earn... by...



5.2 One Voice Policy

When dealing with challenging behaviour or behaviour incidents, please ensure the use of a 'Once Voice' Policy. One voice policy means that only one person deals directly with the pupil/s during an incident. Feedback, if needed, can be given to the staff later if required. If the staff leading and using the one voice policy invites you into the conversation with the pupil/s, that means that you will then become the 'one voice'.

This includes redirecting unnecessary staff away, directing staff on how you want them to support the pupil/s and coordinating de-escalation strategies.

Staff will be expected to use their assertive voice to inform others that they are leading and direct staff accordingly. There is no hierarchy.

5.3 Post Incident

Staff involved in managing challenging behavior or behavior incidents must also work together to ensure:

- first aid and any other appropriate post incident support is sought for the pupil;
- teaching teams for each pupil involved are aware;
- contact with home is made, where necessary, by the relevant staff member;
- staff involved are aware of who will be responsible for completing the relevant behaviour and/or safeguarding reports;
- Any class-based consequences are actioned and followed through;
- SMT are informed when appropriate.

It is the teaching team's responsibility to identify trends and patterns in pupil behavior and make the appropriate action, e.g. an MDT referral. Sometimes the behaviour team will find patterns and trends in pupil behavior and they might complete follow up actions.

6.0 BULLYING

Baston House School wants to make sure that all pupils feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

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
Prejudice-based and discriminatory, including: 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

The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the headteacher
- provide support and reassurance to the victim
- If bullying concern is identified, a bullying case log will be created. Different actions are linked to a bullying case log: All parents are informed, peer on peer risk assessment, restorative process between pupils, victim and "bully's" perception will be taken.
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider exclusion in cases of repeated bullying.



Our staff are trained in, and conscious of, all types of bullying and work closely with parents and outside agencies to ensure pupils are safe from bullying in and out of school hours. Staff and pupils receive regular updates about staying safe online: these updates will be shared with parents via our website.

Please read in conjunction with our Anti-Bullying Policy.

7.0 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 or the Local Authority Designated Officer (LADO)

 - Report to the police

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

8.0 DISCIPLINARY SANCTIONS

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. Baston House School operates using the following disciplinary measures.

In the vast majority of instances, pupils' misbehaviour is minor and staff closest to the undesired behaviour are expected to reduce and stop pupils misbehaving. On occasions when additional sanctions are required, the matter will be reported to the pupil's tutor who will remind the pupil about our expectations. In most cases, parents will be informed if the matter is sufficiently serious.

If the unwanted behaviours continue, the Assistant Headteacher for the relevant age-group will engage with parents and request a meeting at the earliest opportunity. These parental meetings will also be attended by the Deputy Headteacher and/or the Headteacher.

If staff deem the behaviour to be sufficiently serious, they can escalate the matter immediately to the senior management team.

Sanctions are adapted relating to the seriousness and frequency of the behaviour and may include: making up lost time for work missed, restorative justice, missing out on reward opportunities and being on report. Although challenging behaviour, including bullying, is dealt with promptly and fairly, sanctions are not made public to all students and parents.



The school also reserves the right to exclude pupils: exclusions, fixed term or permanent are at the discretion of the headteacher. If a pupil is found to be wilfully causing damage, then we reserve the right to seek financial compensation from parent and carers.

8.1 Searching and confiscation

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal, or banned by the school. It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the school's rules say must not be brought into school. The headteacher and other members of staff authorised by the headteacher have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "synthetic highs"
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes and e-cigarettes confiscated in school will be destroyed.

8.2 Use of force

All Baston House School staff must undergo specialist training in de-escalation and restraint techniques. Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any staff or pupil (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Baston House School does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the headteacher has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the school premises – i.e. on a school trip.

Following any incidents involving the use of force, the school will inform the parents concerned. School will record and monitor any incidents requiring physical interventions.



8.3 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 LADO (Local Authority Designated Officer where relevant, will consider whether the pupil who made the allegation needs 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 Safeguarding and Child Protection policy for more information on responding to allegations of abuse against staff or other pupils.

9.0 ATTENDANCE

Regular attendance at school is required by law, and Baston House School takes attendance very seriously. There is a register taken twice daily and disciplinary action will be taken against any pupils who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and school support systems that could help. More information can be found in the school's **attendance policy**.

10.0 UNIFORM AND APPEARANCE

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in pupils, and reduces the risk of distraction in lessons.

The standard uniform is as follows:

Boys	Girls
Shirt	Shirt/dress
Tie	Tie
Trousers	Skirt/trousers
Blazer	Blazer
Shoes	Shoes
P.E Kit	P.E Kit

The school uniform should be worn by all pupils in Year 1 through to Year 11. Students in the 6th Form may wear clothing that is suitable for school and FE colleges.

11.0 PUPILS' OFF-SITE BEHAVIOUR

Pupils who are caught or known to have been misbehaving on the way to or from school, near the school premises or where it would be considered reasonable to impose sanctions for behaviour outside school e.g. cyberbullying, will be disciplined by the school. This also applies to pupils who misbehave during work experience, school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating.



Any off-site misbehaviour could result in sanctions. The school will take into consideration:

- the severity of the misbehaviour;
- the effect such an action may have on the other pupils;
- the extent to which the reputation of the school has been affected;
- the extent to which the behaviour has repercussions for the orderly running of the school/or might impose a threat to another pupil or member of staff;
- whether the misbehaviour was on the way to or from the school or the pupil was taking part in any school-organised or school-related activity; and
- if it was at a time when the pupil is in some other way identifiable as a pupil of the school or might be expected to act as an ambassador for the school.

12.0 REWARDS POLICY

Baston House School believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. The behaviours we seek to develop in pupils are the same as parents wish for their children, for example, being able to share, take turns and enjoy positive relationships with peers and adults. In recognition of our pupils demonstrating good social skills we offer a range of rewards including, recognition certificates, access to a range of chosen leisure pursuits, roles of responsibility, reward trips and class Dojo points.

13.0 COMPLAINTS

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to their child's form tutor and/or the relevant assistant headteacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **school complaints policy** located on our website.