



Behaviour for Learning Policy, Anti-Bullying & Governor Behaviour Principles

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Changes since last version:

Section	Details of change
	Refined text and terminology – e.g. change of term 'prosocial' to 'valued' and 'detrimental' instead of 'challenging' behaviours.
	Reformatted text
P4	Insertion of graphics
P12	Separation of 'anti-bullying' from the body of the policy to its own section adding sexual to the forms it may include

1. Aims

This policy aims to:

- Promote the consistent implementation of relational, regulatory and restorative strategies by all staff
- Provide a consistent approach to valued and detrimental behaviours
- Define what we consider to be detrimental behaviour, including bullying
- Define what we consider to be valued behaviours
- Summarise the roles and responsibilities of different people in the federation community with regards to behaviours for learning
- Outline how we celebrate and support behaviour

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Positive environments where children can flourish](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its Pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate Pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate Pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. The Federation's Approach to Behaviour

Positive experiences create positive feelings. Positive feelings create positive behaviour.

"Negative experiences create negative feelings. Negative feelings create negative behaviour."

Therapeutic Thinking

The Blue Tangerine Federation is dedicated to ensuring that our school environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, 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, are comfortable to voice their opinions and where plans utilise their strengths, resources and qualities integral to their success.

This policy outlines what are the valued behaviours we expect, and the clear pathways for resolving difficulties. The policy applies in and out of school time and premises and extends to all members of our federation community. Valued behaviour and internal discipline have strong links to effective learning and are vital for pupils to carry with them both during and after their school years.



4. The Federation's Values

The federation focuses on 4 main values:

- We look after ourselves
- We look after each other
- We look after our learning
- We look after our environment
- We look after our future

How we will achieve our aims:

- By establishing a set of school **values** that pupils know and understand
- By supporting the emotional wellbeing, development and learning of all pupils through secure relationships
- By managing behaviour, regulating emotions and building pupils capacity for self-regulation
- With consistent implementation of relational, regulatory and restorative strategies by all staff, using Therapeutic Thinking Documentation. These must be read by all staff so that absolute consistency is used in the way we support each pupil.
- That both the pupil and parents/carers are made aware of the Therapeutic Thinking Documentation used and what strategies will be used to reduce detrimental behaviour and promote valued behaviour. This includes de-escalation techniques and may involve physical interventions, if assessed as necessary.
- By delivering a broad and balanced curriculum which can also focus on learning to learn and regulation strategies.

We believe that an appropriately broad and balanced curriculum model with thorough planning for the personalisation around the pupil's primary need (including behaviour), the active involvement of pupils in their own learning, positive relations and structured feed-back focusing on the positives contributes to prosocial behaviour.

5. Classroom Management

High levels of nurture and empathy, with oversight, supervision and structure, support children to feel safe. Clear boundaries, predictable routines, expectations and regulated responses are key for children to develop and sustain valued behaviours. The total classroom environment including relationships gives clear messages to the pupil about the extent to which they and their efforts are valued. Valued behaviours are further supported in the classroom environment through:

- Clear organization of the environment to develop independence.
- Seating plans and placement of furniture to provide a learning focus.
- Clear and appropriate accessibility to materials and resources.
- Displays promote effort, contribution and develop self-esteem.
- Being welcoming and safe
- Encouraging enthusiasm to learn and active participation
- Developing skills, knowledge and understanding in curriculum subjects, relationships and social skills.
- Praise and positive responses

6. Code of conduct

The schools believe in a shared understanding of its vision, values and beliefs and a consistent application of relational and restorative practices. Pupils are ambassadors to our schools even when not on the federation's premises and we expect them to act accordingly.

Our behaviour for learning ethos is based around inclusive and compassionate principles that is beneficial to the wellbeing of the pupils. Responses to behaviour should ensure that children feel safe and that their needs are met.

- Pupils need personalized responses to support their personal development and wellbeing.
- Responses will be consistent to our values and beliefs, this will mean that approaches are individualised, and will vary dependent on the needs of each individual.
- Relational, regulatory and restorative approaches are more effective in supporting the development of internal control and regulation. Not all behaviours are a matter of choice or conscious and therefore external control will not be effective in changing behaviour.

Across the federation we have the same values for staff and pupils:

- Look after ourselves
- Look after each other
- Look after our environment
- Look after our learning
- We look after our future

7. Prohibited items including drugs and alcohol

The following items are not allowed in school under any circumstances:

- Alcohol and drugs including “legal highs”
- E-Cigarettes, Vapes, Cigarettes, matches, and lighters
- 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
- Any article which 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)
- Gambling is not allowed on school property.

Pupils’ mobile phones, music players or other items of value must be handed in to staff upon arrival at school and are not permitted to be in pupils’ possession during school hours. The school will not be held responsible for loss or damage of items brought in by pupils.

The federation will not tolerate drug or alcohol use of any sort on school property or during off-site school activities. The federation takes its anti-drugs stance very seriously and will discipline any person found to be in possession of drugs. This includes solvents ‘legal highs’ 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/consuming drugs or alcohol.

Prescription drugs

Carrying, supplying or taking prescription drugs without lawful reason could result in a permanent exclusion.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. Pupils are not permitted to carry these in school.

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. Further details around medication are set out in the “Supporting children with medical needs” policy.

8. Searching and confiscation

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary consequence 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 schools. 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 may 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 Executive Head, Heads of School, Designated Safeguarding Lead or other members or the leadership team 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
- “legal highs”
- stolen items
- e-cigarettes, vapes, tobacco and cigarette papers
- fireworks
- pornographic images
- items that have been or could be used to commit an offence or cause harm.
- other items which are deemed inappropriate by the federation

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, vapes and e-cigarettes confiscated in school will be destroyed.

9. Consequences for Detrimental Behaviour

Sometimes things will go wrong. Even with strong relationships, clear boundaries and good co-regulation there will still be times when conflict emerges, or harm is caused. The demands of school mean that some pupils (and adults) will need support to repair and restore relationships and learn from mistakes made.

Any consequence will be given after considering the detrimental behaviour, the needs of the pupil, their level of cognition and be relevant and effective. Consequences for detrimental behaviour will be either Protective or Educational.

Protective consequences (removal of a freedom to manage harm) are necessary measures to manage the risk of harm. Protective consequences may limit freedoms, such as limiting access to areas of the school buildings, or limiting access to offsite trips, which are implemented to ensure the safety of pupils (individually and collectively), staff and the wider school community.

Educational Consequences (the essential learning, rehearsing or teaching to enable behaviour change) progress the child's understanding and engagement. Where protective consequences are necessary educational consequences should allow the gradual removal of adaptations. Educational consequences return freedoms.

All consequences will have a strong restorative focus. This could be through conversations with affected pupils/staff or by other activities. When supporting a learning process in the aftermath of a challenging event pupils will need the security of relationships to access the learning needed to repair harm and support change. Part of the learning process to developing consistent valued behaviours will come in the form of consequences. Some consequences will be natural consequences. These should be made explicit and need no further consequences putting in place. We highlight the natural consequences to the pupil in terms of the effect a particular behaviour has on others – educational response (i.e. the pupil you punched on the playground will be wary of you. The other pupils may be nervous around you in the game.)

There will also be a protective school response to that behaviour in which, e.g. the pupil will not be able to use the playground for a short while due to concerns around safety for them and safety for others. This is not punitive but an educational consequence opportunity for “time in” rather than “time out”. An opportunity for time spent with an adult exploring and developing understanding.

In accordance with Therapeutic Thinking, pupils who display more challenging behaviour may have plans put in place to empower staff to better support the child’s needs. This will be a graduated approach following the targeted, targeted plus and the specialist tiers of the graduated response.

Universal Behaviour Curriculum	<ul style="list-style-type: none"> ❑ Check existing knowledge, skills and understanding. ❑ Complete pupil induction (routines and valued behaviours). ❑ Establish a realistic starting point. ❑ Establish realistic next steps. ❑ Identify opportunities for teaching and learning linked to real-world experiences. ❑ Provide guided and supported practice of skills. ❑ Review progress. ❑ Refer to Behaviour Policy.
Universal Plus Behaviour Policy	<ul style="list-style-type: none"> ❑ Check if the identified behaviour is covered in policy. ❑ Support the pupil in line with policy. ❑ Monitor and record the impact of policy on progress. ❑ Review progress. ❑ Implement further analysis and planning.
Targeted Early Prognosis	<ul style="list-style-type: none"> ❑ Describe the behaviour factually and unemotionally. ❑ Gather appropriate and authentic pupil voice. ❑ Gather information from parents/carers and staff. ❑ Gather information from multi-agency colleagues. ❑ Ensure collated information informs planning. ❑ Set a review date. ❑ Review progress. ❑ Implement further analysis and planning.
Targeted Plus Predict, Prevent & Progress	<ul style="list-style-type: none"> ❑ Update and review all information within Targeted. ❑ Consider involvement of multi-agency colleagues. ❑ Complete Risk Calculator. ❑ Identify protective consequences. ❑ Identify educational consequences. ❑ Analyse dysregulation and values and beliefs (subconscious and conscious). ❑ Complete Anxiety Analysis for relevant variables. ❑ Create a Predict, Prevent & Progress plan. ❑ Set a review date. ❑ Review progress. ❑ Implement further analysis and planning.
Specialist Therapeutic Plan	<ul style="list-style-type: none"> ❑ Update and review all information within Targeted and Targeted Plus. ❑ Consider involvement of multi-agency colleagues. ❑ Complete the Therapeutic Tree for the individual pupil ❑ Complete a detailed Therapeutic Plan. ❑ Set a review date. ❑ Consider group dynamic options. ❑ Review progress. ❑ Involve multi-agency colleagues in review and identifying next steps.

Advice will be sought from external agencies such as the Hertfordshire therapeutic Thinking Leads, Child Protection School Liaison Officers (CPSLO) or PALMS etc. where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

Depending on the severity of the incident, the Executive Head and Heads of School may decide to issue a suspension (fixed-term exclusion) or permanent exclusion. For more information, please see the Exclusions policy.

10. Physical Intervention (PI) and Restrictive Physical Intervention (RPI)

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 pupil (including themselves)*
- *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*

The Blue Tangerine Federation does not encourage the use of RPI and it will be used very rarely and only in exceptional 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.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection policy
- Reducing the need for Restrictive Interventions
- Exclusions policy

Anti-bullying

There is no legal definition of bullying. However, www.gov.uk state it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)
- Sexual - explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

The federation will take all reasonable measures to ensure the safety and well-being of all pupils and staff, including protection from bullying. We prevent and tackle bullying by embedding an ethos of valued behaviour where pupils and staff treat one another with respect. Through the behaviour curriculum we support pupils to clearly understand how their actions affect others.

The Blue Tangerine Federation 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 for Learning policy and will not be tolerated.

If an allegation of bullying does come up, the schools 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 Head of School and Designated Safeguarding Lead
- Provide support and reassurance to the victim

- 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 schools will make sure that they understand what they have done and the impact of their actions
- Ensure that if a consequence is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- Consider whether exclusion is appropriate in light of the circumstances.

Sexual harassment and sexual violence

- The Blue Tangerine Federation will not condone or tolerate any type of sexual harassment or sexual violence, including:
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes
- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence)
- online sexual harassment

The Federation will encourage and promote the reporting of incidents or anything that makes them uncomfortable no matter how 'small' they feel it might be.

The Federation will ensure that all reported incidents of sexual harassment and/or harmful sexual behaviour are never ignored and met with a suitable response which will be:

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

The Federation 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

Governors' Statement of Behaviour Principles

This statement has been drawn up in accordance with the Education and Inspections Act 2006 and DfE guidance.

The purpose of the statement is to provide guidance for the Executive Headteacher in drawing up the behaviour suite of policies for The Blue Tangerine Federation to ensure that there are shared aspirations and principles between members of the governing body, staff, parents/carers and pupils as well as taking full account of law and guidance on behaviour matters.

It is intended to help all Federation staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance. The Executive Headteacher has the responsibility for the writing of behaviour policies at the school, although full account should be taken of these principles when doing so. The Executive Headteacher is also asked to take account of the guidance in the DfE publication Behaviour and Discipline in School: a guide for Headteachers and school staff (January 2016) and the Education and Inspections Act (2006).

Behaviour Principles in our schools

The Behaviour Policy, together with the Exclusion Policy are made available to staff each year and are held within the school's policies directory and on the federation website.

Parents/carers are made aware of our policies and approach to behaviour management from our website, meetings with staff, induction information and individuals' situations.

School staff will communicate with parents and carers on a regular basis and regular review meetings so that parents/carers can be encouraged to support their child to develop and maintain a positive approach to good behaviour.

The federation staff strongly believe that high expectations of good behaviour lie at the heart of the school's success. We believe that good teaching and learning promotes good behaviour and good behaviour promotes good learning. We are committed to improving outcomes for our pupils by providing opportunities for them to learn both academically and behaviourally and prepare them for the opportunities, responsibilities, and challenging experiences of life in our mainstream world.

Our principles are:

- All children staff and visitors have the right to feel safe at all times
- All members of the school community should be free from discrimination of any sort
- We recognise the rewards and consequences must have regard to the individual situation and the individual teacher and the Head are expected to use his/her discretion in their use. Consequences however should be applied fairly, consistently, proportionately and reasonably, taking into account SEND, disability and the needs of vulnerable children. Offering support, as necessary.
- Governors strongly feel that exclusions, particularly those that are permanent must only be used as the very last resort
- Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- Every pupil has the right to learn and no pupil has the right to disrupt the learning of others.
- Everyone has the right to be listened to and to be valued
- It is expected that all adults – staff, volunteers and governors will set excellent examples of behaviour to everyone at all times.
- We seek to give every pupil a sense of personal responsibility for his/her own actions
- Our Behaviour Policy ensures that there are measures to encourage positive behaviour, self-discipline, and respect, and to prevent all forms of bullying amongst pupils
- There is also a clear policy that provides guidance on the use of restricted physical intervention
- Where there are significant concerns over a pupil's behaviour, the school will work with parents/carers to strive for common strategies between home and school
- The individual school will seek advice and support from appropriate outside agencies

where concerns arise over a pupil's behaviour

- The Behaviour Policy makes it clear that physical and verbal aggression are unacceptable
- The individual school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding including potential radicalisation and extremism concerns, pupils with special educational needs and all vulnerable pupils.
- The federation will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations.