



# Behaviour for Learning Policy

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### 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the federation community 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](#)
- [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 students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students’ 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. – Hertfordshire Step On*

The Blue Tangerine Federation is dedicated to ensuring that our school environment supports learning and the wellbeing of students 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 students feel included in every aspect of school life and comfortable to voice their opinions.

This policy outlines what we expect from all our students in terms of their behaviour and the consequences that will be consistently enforced if this policy is not adhered to. The policy applies in and out of school time and premises and extends to all members of our federation community. Pro-social behaviour and internal-discipline have strong links to effective learning and are vital for students to carry with them both during and after their school years.

### 4. Anti-bullying

The federation will take all reasonable measures to ensure the safety and wellbeing of all students 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 students' social, emotional and behavioural skills.

**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

The Blue Tangerine Federation wants to make sure that all students 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.

Bullying can be verbal or physical, in person or by electronic devices, on-line or written means and can be directed at both staff and students. The federation practices a preventative strategy to reduce the chances of bullying, and our anti-bullying ethos is instilled in our curriculum and everything we do at the schools. It is made very clear to students 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 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.

## **5. Roles and responsibilities**

### **5.1. The governing body**

The governing body is responsible for reviewing and approving the student code of conduct (see 6). The governing body will also review this behaviour policy in conjunction with the Executive Head, Heads of School and Designated Safeguarding Lead and monitor the policy's effectiveness, holding the Designated Safeguarding Lead to account for its implementation.

### **5.2. The Executive Head, Heads of School and Designated Safeguarding Lead**

The Designated Safeguarding Lead is responsible for reviewing this policy in conjunction with the governing body. The Executive Head and Heads of School will also review approve this policy.

The Designated Safeguarding Lead, Heads of School and Executive head will analyse recorded data on antisocial behavioural incidents to monitor behaviour across the schools. This data analysis will be presented to the governing body on a termly basis.

The Heads of School and Designated Safeguarding Lead will ensure that the school environment encourages prosocial behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

### **5.3. Intervention staff**

Allocated intervention staff (The Hive – Collett / 9% - St Luke's) will monitor the recording of antisocial behavioural incidents on a bi-weekly basis and report this back to the Head of Interventions and Designated Safeguarding Lead. This monitoring is to track any identifiable patterns of behaviour to provide advice/support at needed times.

Intervention staff will support by providing strategies for staff to use, supporting in the implementation of supporting documents as included in the appendices and helping to enhance these documents.

### **5.4. All staff**

The Blue Tangerine Federation adheres to Hertfordshire Steps, which is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The Steps approach forms part of the authority's behaviour strategy. Staff receive annual Hertfordshire Steps training as part of their Continued Professional Development.

Staff are responsible for:

- Implementing the Behaviour for Learning policy consistently
- Modelling prosocial behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on Arbor, the federation's Information Management System

### **5.5. Parents/Carers**

Parents are expected to:

- Support their child in adhering to the code of conduct (section 6)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Attend meetings at the school, if requested by staff, to support the school in managing behaviour.

## **6. Code of conduct**

The schools expect all of its students 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 students or staff will not be tolerated. They are expected to

obey school rules, listen, follow instructions by staff, and accept and learn from any consequences that they receive. This extends to any arrangements put in place to support their behaviour, such as the support plans listed in section 9.2. Students are ambassadors to our schools even when not on the federation's premises and we expect them to act accordingly.

Students are expected to show:

#### Calmness

- In class, make it possible for all students to learn
- Move appropriately around the school

#### Kindness

- Treat pupils, staff and property with kindness and respect
- Reflect on behaviour and accept consequences when given

#### Respectfulness

- Follow the school rules
- Listen to instructions when they are given

#### Effort

- Always try our best in all activities
- Be in the right place at the right time

### 7. Rewards for prosocial behaviour

Class staff are responsible for establishing class-based motivational learning strategies. These may include stickers, additional time to engage with favourite activities and are specific to individual students and classes. In addition to these, there is a whole school awards system at The Collett and St Luke's on Class Dojo that publically promotes and celebrates achievements.

The Executive Head or Head of School presents awards certificates to students on Friday assemblies at The Collett School and, St Luke's School for achievements. These certificates will be in recognition of the individual's prosocial behaviour or interaction with other as well as progress in their learning.

The awards are hierarchical:

- **Bronze**
- **Silver**
- **Gold**
- **Platinum**
- **Head's Award**
- **Governor's Award**

The Executive Head or Head of School also present externally provided awards (e.g. swimming certificates etc.) during Friday's assemblies.

### 8. Behaviour management – see Behaviour Flowchart

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Display the student code of conduct or their own classroom rules, rewards and consequences
- Give frequent reminders of rules and expectations for behaviour, both in and outside the classroom
- Create and maintain a calm but stimulating environment that encourages students to be engaged
- Have clear, high expectations for behaviour and develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons (ensuring staff are in the right place at the right time)
  - Establishing clear routines, including transitions and moving around the school

- Concluding the day positively and starting the next day afresh
- Highlighting and promoting good behaviour, using positive reinforcement
- Having a plan for dealing with low-level disruption

## 9. Antisocial behaviour, Prohibited items, Searching and confiscation and Consequences

### 9.1. Recording antisocial behaviour

Antisocial behaviour will be recorded by staff onto the schools' information management system (Arbor). When recorded, the behaviour will be categorised as one of the following:

- **Difficult** – Foreseeable outcome is upset or disruption, harm requiring first aid, distress or minor damage to property.
- **Dangerous** - Foreseeable outcome is hospitalisation, significant distress, emotional trauma (requiring counselling) or critical/extensive property damage. **(All 'Dangerous' incidents must also be recorded on SOLERO as a Violent Incident Report – VIR)**
- **Bullying** - Aggressive or insulting behaviour repeated over time by an individual or group to intentionally cause harm or distress.
- **Racism** - Aggressive or insulting behaviour because of perceived race, to intentionally cause harm or distress.
- **LGBT/Phobic** - Aggressive or insulting behaviour because of perceived sexual orientation/identity, to intentionally cause harm or distress.
- **Discrimination** - Aggressive or insulting behaviour because of a perceived characteristic other than race or sexual orientation/identity, to intentionally cause harm or distress.
- **Cyberbullying** - Aggressive or insulting behaviour/language via the use of technology/the internet to intentionally cause harm or distress.

Staff will then fill in the 'free text' box where the incident will be detailed in 3 parts:

- **Antecedent** – the action or event which occurred before the behaviour or has contributed to the behaviour
- **Behaviour** – words or actions from the student which constitutes the challenging behaviour
- **Consequence** – staff action/response following the behaviour

Consequences are adapted relating to the seriousness and frequency of the behaviour.

### 9.2. 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, 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 student)
- Gambling is not allowed on school property.

**Students' 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 students' possession during school hours.** The school will not be held responsible for loss or damage of items brought in by students.

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. Students 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\*.

*\*Alcohol may be allowed in the schools for pre-agreed social occasions such as fundraising events, parent raffles etc. The federation will aim to avoid the necessity of alcohol being on its' premises before events covered by the above description. Alcohol that does need to be on site during school-time will be kept out of the reach of students.*

### **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. Students are not permitted to carry these in school. If they need medication they can go to the class staff at The Collett or the Medical Assistant at St Luke's.

### **Medication**

We are aware that it may be necessary for some students 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 is set out in the "Supporting children with medical needs" policy.

## **9.3. 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 students that are illegal or banned by the schools. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves may be taken off students without notice.

A teacher or someone who has lawful control of the child can search a student **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 student **without the student'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, 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 and e-cigarettes confiscated in school will be destroyed.

## **9.4. Consequences for antisocial behaviour**

The commonality of any consequence will be **Respect, Relevance** and **Realism**; respect will be conveyed through words and nonverbal gestures, a consequence will be relevant by being logically related to the students' actions and a consequence will be something that the staff and student can realistically follow through on. Consequences for antisocial behaviour will be either Protective or Educational.

### **Protective Consequences**

Protective Consequences are when restrictions which are put in place, such as limiting access to areas of the school buildings, or limiting access to offsite trips, which are implemented to ensure the safety of students (individually and collectively), staff and the wider school community.

## Educational Consequences

Educational Consequences are when staff spend specific time with a student, either during break/lunchtimes or another allocated time throughout the school day. This time will be spent carrying out different activities with the aim of helping the student to understand what caused the behaviour, how to more appropriately behave in a familiar situation, should one arise, and the impact that their behaviour has had on others within the schools' communities.

All consequences will have a strong focus on restoring damage (physical, emotional, relationships) done due to antisocial behaviour. This could be through conversations with affected students/staff or by other activities.

In accordance with Hertfordshire Steps, students who display more challenging behaviour may have plans put in place to empower staff to better support the child's needs.

- **Roots and Fruits** - The therapeutic view which is nurtured through Hertfordshire Steps shows that the experiences a person has influences their feelings and therefore their behaviour. The Roots and Fruits tool is a way for staff to evaluate the experiences and feelings of an individual so that we can ensure we are providing positive experiences to create positive feelings which will then be reflected in the individual's behaviour.
- **Anxiety Mapping** - By tracking staff, location, activity, peers, days etc. against the student's anxiety we can better manage the anxiety based feelings that create difficult and dangerous or otherwise challenging antisocial behaviours. By completing a variety of anxiety maps we can then cross reference these to identify multiple high anxieties such as a certain adult, who is leading an activity at a certain time meaning it is likely that these 3 rises will result in the student being unable to cope. Anxiety mapping is a tool used over time to collect information to be analysed to understand the feelings and experiences effecting the child or young person. The aim is to predict escalation and prevent it through differentiation or support.
- **Risk Reduction Plan** – A Risk Reduction Plan is written based on anxiety triggers as identified in the Anxiety Map. The Risk Reduction is a list of strategies to detail the way that all staff consistently work with an individual student. **For full details of requirements for developing a Risk Reduction Plan, please see section 7 of the Reducing the need for Restrictive Physical Intervention Policy.**
- **Safety and Support Plan** - The safety and support plan is a voluntary tool that the schools may use to engage a child and their parents/carers to identify any concerns or aspects of vulnerability and agree on support strategies that can be put into place to minimise any potential risk to the child /young person or others. A Safety and Support Plan may be used alongside or in place of a Risk Reduction Plan.
- **Risk Assessment Management Plan (RAMP)** - The RAMP is Hertfordshire County Council's process for school/colleges for identifying and managing risk arising from a child's harmful sexualised behaviour.

Advice will be sought from external agencies such as the Hertfordshire Steps County 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 fixed-term or permanent exclusion. For more information please see the Exclusions policy.

### 9.5. Physical Intervention and Restrictive Physical Intervention

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 student 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); 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.*



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

For more information, please see Reducing the need for Restrictive Intervention in schools Policy.

## **10. Student transitions**

### **10.1. In and around federation premises**

Students should maintain a walking pace at most when moving around federation premises to avoid accidents. This includes arriving at and leaving the sites, going to and from break/ lunch times, movement break and other movement between classes.

When moving around the schools during lesson times, noise should be kept to a minimum so as not to disturb other classes.

### **10.2. Transition to different classes**

To ensure a smooth transition to the next year, students 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 student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

## **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 policy
- Exclusions policy



## Prosocial Behaviour

### Verbal recognition e.g.

- “Wow! Look at this amazing work”
- “I like the way you have ended that sentence with a .?!”
- “Thank you, that’s kind of you”

### Dojo points

Certificates upon reaching milestones

### Verbal praise/encouragement

(Class staff)

### Reward time

Chosen activity

### Verbal praise

(Non-class staff)

### Celebratory message sent home

(Class staff)

### Celebration in assembly

## Difficult Behaviour (Including Bullying/Discriminatory Behaviour)

### Positive phrasing e.g.

- “Stand next to me”
- “Put the toy on the table”
- “Walk beside me”

### Limited choice e.g.

- “Put the pen on the table or in the box”
- “When we are inside, Lego or drawing”
- “Talk to me here or in the courtyard”

### Disempowering the behaviour e.g.

- “You can listen from there”
- “Come and find me when you come back”
- “Come down in your own time”

### Use of a De-Escalation Script e.g.

- Use the person’s name – “David”
- Acknowledge their right to their feelings – “I can see something is wrong”
- Tell them why you are there – “I am here to help”
- Offer help – “Talk to me and I will listen”
- Offer a “get-out” (distraction with positive phrasing) – “Come with me and...”

**Consequences:** which have a relation to the challenging behaviour and as a result help the child learn and develop positive coping strategies / behaviour.

Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation. (Educational consequence)

Consequences may include: completing a task, limiting access to play resources; escorted when moving between classes, assisting with repairs, restorative meetings.

## Dangerous Behaviour

### Ensure safety of others students then staff

### Ensure safety of individual

### De-escalate behaviour

Herts Steps de-escalation script

“Andy, I can see something is wrong. I am here to help. Talk and I will listen.”

### RPI if necessary

Recorded on Arbor as well as RPI book

### Debrief carried out

By staff involved in the RPI with support from leadership as necessary

### Ask for support from non-class staff

Non-class linked staff / leadership staff

**Consequences:** which have a relation to the challenging behaviour and as a result help the child learn and develop positive coping strategies / behaviour. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation.

Consequences may include: completing a task, limiting access to play resources; escorted when moving between classes, assisting with repairs, restorative meetings.

### Phone call home