

# Behaviour Policy and Statement of Behaviour Principles

St Peter's Centre



**St Peter's Centre**  
A Medical Short Stay School

<b>Approved by:</b>	Gini Lara	<b>Date:</b> 30 <sup>th</sup> September 2021
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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 and discrimination
- Outline how Students 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

# 2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting Students 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 must publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption to learning including in lessons, in other areas and at break times
- Rudeness or disrespect to adults and other students
- Not following staff instructions

At St Peter's Centre this is communicated to students by way of three golden rules:

1. Follow the instructions of adults
2. Do not interrupt lessons or learning
3. Show 100% kindness to students and staff

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments or "banter"
  - 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
- Malicious allegations of either staff or students
- 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 Student)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period
- 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/biphobia 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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

St. Peter's Centre is determined that all Students should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying. The school's policy on anti-bullying can be found in the Anti Bullying Policy. Any behaviour, which knowingly causes hurt, or distress to others is **bullying behaviour** and will not be tolerated.

Some of our Students have been referred because of bullying-related problems, so this is an issue very relevant to the ethos of St. Peter's Centre.

Our policy on bullying should be made clear to all prospective Students and their parents/carers.

### All members of staff need to:

- Be aware of any signs of distress in the Students which might be due to the bullying behaviour of others
- Find time for informal discussion of any worries over friendships, relationships or ways to avoid difficult and/or distressing situations
- Ensure that all Students are aware that they should report any incidents to a member of staff, and that all such reports will be treated with sensitivity and discretion.
- Students may wish to report to us via our [listening@sphpru.surrey.sch](mailto:listening@sphpru.surrey.sch) email if they feel they cannot tell a member of staff in person
- Tell the Head of any concerns about bullying, however minor (and including online)

**Action to be taken**

- Initial induction and ongoing training on our anti-bullying strategy is provided for all students and staff
- Bullying allegation/behaviour to be dealt with as soon as possible.
- Parents/carers of both the bullied and bullying Students to be informed.
- An investigation into the incident will take place into the allegation
- The outcome will be shared with all parties including home schools
- The home school to be informed of any Student's bullying behaviour and, in serious cases, involved in any subsequent action. Their own behaviour policies will be invoked to ensure the consequence is robust and fair
- Incidents of bullying, no matter how minor, will be recorded on CPOMS
- Additional and intensive support will be provided for any victims of bullying
- We have the right to terminate the placement at the school for any student found, on the balance of probabilities, to be the perpetrator of one or more incidents of bullying. Home schools will be asked to invoke their own policies for off-site behaviour

## **5. Roles and responsibilities**

### **5.1 The governing board**

The Management Committee is responsible for reviewing and approving the written statement of behaviour principles.

The Management Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **5.2 The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Management Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently using "Behaviour on a Page" as a support
- Reading the One Page profile of the student on arrival to ensure any historical behaviour patterns are understood and planned for
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of Students
- Recording behaviour incidents on CPOMS

The Headteacher will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the school rules and expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher/Headteacher promptly

## **6. Student code of conduct**

Students are expected to:

- Do not interrupt lessons or learning
- Follow the instructions of adults
- Always show kindness and respect to adults and peers

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Postcards
- Stickers
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Emails to home schools/parents

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder
- Time out with staff and an opportunity to rectify the behaviour
- Referring the Student to a senior member of staff if the student is not responding to other adults
- Letters or phone calls home to parents
- Agreeing a behaviour contract

We take regular or serious breaches of behaviour very seriously due to the vulnerability of our student cohort. Each case will be dealt with on an individual basis, giving full consideration to all perspectives. However, if negative behaviour is serious or regular enough, the placement at the school for the student involved could result in the placement at our school being terminated. It might also result in the Behaviour Policy of the home school being invoked and consequences, including exclusion, might be considered and/or implemented.

### **7.2 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.

Students 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

Sanctions for sexual harassment and violence may include:

- Placement being terminated at SPC
- Exclusion, fixed term or permanent from home school.

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.

### **7.3 Off-site behaviour**

Sanctions may be applied where a Student has misbehaved off-site when representing the school. This means misbehaviour when the Student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a Student of our school

Sanctions may also be applied where a Student has misbehaved off-site at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another Student or member of the public
- Could adversely affect the reputation of the school

### **7.4 Malicious allegations**

Where a Student 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 Student in accordance with this policy.

Where a Student makes an allegation of sexual violence or sexual harassment against another Student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the Student 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 Student 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 Students accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy.

## 8. Behaviour management

### 8.1 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 Students to be engaged

Display the Student code of conduct or their own classroom rules

Develop a positive relationship with Students, which may include:

- Greeting Students in the morning/at the start of lessons
- Establishing clear routines (ensure students know your expectations)
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour (first attention to good conduct)
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption (Behaviour on a Page)
- Using positive reinforcement (stickers, postcards, emails etc)

### 8.2 Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

A member of staff is trained on positive handling and all staff are aware of who this is.

### 8.3 Confiscation

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

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to Students after discussion with senior leaders and parents, if appropriate.

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

### 8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent Students 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 Student.

The school's Headteacher will evaluate a Student 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 specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a Student, 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.

### 8.5 Safeguarding

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

## **9. Student transition**

To ensure a smooth transition from Home Schools to SPC an initial meeting is held to share with students and parents, expectations for behaviour, conduct and daily routines. Students are expected to agree to these verbally as well as to sign an agreement in writing.

To ensure behaviour is continually monitored and the right support is in place, information related to Student behaviour issues will be transferred to relevant staff at the start of the term or placement

## **10. Training**

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and Management Committee annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Management Committee annually.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

Exclusions policy

Child protection and safeguarding policy

Anti-bullying policy

## Appendix 1: written statement of behaviour principles

- Every Student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All Students, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to Students
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by Students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and Students' home life

At St Peter's Centre this is communicated to students by way of three golden rules

1. Follow the instructions of adults
2. Do not interrupt lessons or learning
3. Show 100% kindness to students and staff

The Management Committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.