



Behaviour for Learning Policy & Governor Behaviour Principles

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Changes since last version:

Section	Details of change
1	Clarification of Policy title to include 'Governor Behaviour Principles'
Throughout	Change of name 'Hertfordshire Steps' to 'Therapeutic Thinking' in accordance with change of name of programme
Throughout	Removal of references to FHEC

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 Pupils 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 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 and comfortable to voice their opinions.

This policy outlines what we expect from all our Pupils 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 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

How we will achieve our aims:

- By establishing a set of School rules that Pupils know and understand;
- By having adults who lead by example and model good practice, praise, relationships and reward are key to creating a positive atmosphere where Pupils have the opportunity to succeed;
- Through close monitoring of every Pupil on a lesson by lesson basis throughout the day.
- Behaviour Support Plans are established as needed for our Pupils in conjunction with EHCP

documents. These must be read by all staff so that absolute consistency is used around the management of each child's behaviour.

- That both the Pupil and parents/carers are made aware of the Behaviour Support Plan and what strategies will be used to deal with antisocial behaviour and promote prosocial behaviour. This includes de-escalation techniques and the use of Physical Interventions, where necessary.
- The Curriculum and Learning (readiness to learn, quality first teaching to ensure engagement)

We believe that an appropriately structured curriculum that facilitates effective learning contributes to prosocial behaviour. Thorough planning for the personalisation around the pupil's primary need, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. Lessons should be differentiated to meet the primary needs of pupils with social, emotional and mental health needs.

Classroom Management

Classroom management and teaching methods have an important influence on Pupils' behaviour. The classroom environment gives clear messages to the Pupil about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour.

Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of each individual's contribution and, overall, the classroom should provide a welcoming environment.

Teaching methods will encourage enthusiasm and active participation for all. Lessons will aim to develop the skills, knowledge and understanding which will enable Pupils to work and play in cooperation with each other.

Praise should be used to encourage good behaviour as well as good work.

5. Anti-bullying

The federation 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.

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

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.

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 Pupils. 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 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 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.

6. Code of conduct

The schools expect all of its 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. 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 9.4. Pupils are ambassadors to our schools even when not on the federation’s premises and we expect them to act accordingly.



Across the federation, staff and Pupils:

- Look after ourselves
- Look after each other
- Look after our environment
- Look after our learning

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, 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*.

**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 Pupils.*

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. If they need medication they can go to the class staff.

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 is set out in the "Supporting children with medical needs" policy.

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, 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.

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 Pupils' actions and a consequence will be something that the staff and Pupil 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 Pupils (individually and collectively), staff and the wider school community.

Educational Consequences

Educational Consequences are when staff spend specific time with a Pupil, 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 Pupil 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 Pupils/staff or by other activities.

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.

- 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 Pupil'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 Pupil 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 adaptation 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 Pupil.
- 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 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.

8. 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 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); 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.



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 sanction 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 is 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 totally 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.

9. 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