



# Positive Behaviour Policy

**Review by and date:** Philippa Vince (November 2022)

## **Contact information**

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At Toucan Education we know the way we would like the students and young people working with us to behave and conduct themselves. This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how learners are expected to behave**
- Summarise the **roles and responsibilities** of different people within the setting's community with regards to behaviour management
- Outline our system of **rewards and sanctions** to be applied

### **Legislation and statutory requirements**

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

[Behaviour in Schools guidance July 2022](#)

[Suspension and Permanent Exclusion guidance July 2022](#) [Searching, screening and confiscation at school July 2022](#)

[Timpson Review May 2019](#)

[Use of reasonable force in schools July 2013](#)

[The Equality Act 2010](#)

[Supporting learners 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 an educational establishments duty to safeguard and promote the welfare of its learners
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate learners' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### **Values and Intention statement**

#### **Our Ethos, Rationale & Values - linked to our curriculum intention**

The policy seeks to put into practice the shared values of the community. The setting community consists of learners or students, staff, parents, visitors as well as the wider community.

Our values are based on **RESPECT**.

### **Respect**

Respect is the foundation on which our values are based. We promote care, trust and honesty with our learners, their families/carers, schools, academies and all other partners and or companies that we may work with.

### **Effort**

We recognise that our work has a positive impact on our learners and their families/ carers, improving outcomes for all. We work tirelessly to improve the lives of our learners.

### **Achieve**

We have the highest of expectations of both ourselves and our learners. We believe that all of our learners can make progress and achieve socially and emotionally as well as academically.

### **Communication**

In order to realise shared goals and achieve the very best for learners we work collaboratively with parents/carers, schools, academies and other business'. We will communicate the highest standards and expectations at all times.

### **Happy and Healthy**

We have created a safe, secure and happy learning environment in which all students can thrive. We equip learners with the knowledge and skills they need to achieve well in life. We acknowledge and celebrate their success.

## **Roles and responsibilities**

### **The CEO**

The CEO is responsible for reviewing this behaviour policy in conjunction with the Management team, giving due consideration to the setting's statement of behaviour principles. The CEO will also approve this policy.

The CEO will ensure that the setting's 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.

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The CEO will ensure that Toucan Education complies with its statutory obligations with regards to behaviour.

### **SLT**

SLT are responsible for:

- Conducting regular impact assessments.

- Developing strategies and set targets for achieving effective behaviour practices.
- Listening to and address matters brought through learner voice.
- Ensuring that learners have equal access to rewards and sanctions.
- Ensuring that staff have equal access to behaviour training and development opportunities
- Ensuring new staff are inducted clearly into the Behaviour Policy.
- Ensuring that staff are appropriately trained on behaviour issues/SEND related issues.
- Ensuring that all learners are made aware of Toucan Education's Behaviour Policy.
- Monitoring data collected on behaviour at regular intervals.
- Committing to providing feedback to all professionals on issues brought to their attention as soon as practically possible
- Endeavouring to be constructive and professional in feedback to all professionals
- Supporting all colleagues in implementing the standards and expectations of the school, through the consequence and rewards system.
- Through line management hold themselves and their colleagues to account around their professional responsibilities.

### **Staff**

- Staff are responsible for:
  - Implementing the behaviour policy consistently and fairly
  - Modelling positive behaviour
  - Providing a personalised approach to the specific behavioural needs of particular learners
  - Ensuring their session planning is differentiated to meet the needs of all students in their care.
  - Being present to greet all students at the start of the session
  - Maintaining a positive learning environment throughout the session
  - Ensuring students are not left unsupervised
  - Using the rewards and consequences system consistently and appropriately in each differing group of students.
  - Dismissing learners in a calm and orderly manner at the end of the session
  - Stepping out of the classroom to supervise behaviour in the corridors and/or spaces
  - Recording behaviour incidents on Behaviour Smart-an online secure platform.
  - Challenging learners to meet the setting's expectations and maintain boundaries of acceptable conduct.
  - Using de-escalation techniques to manage further behaviour issues or escalations. The Senior Leadership Team will support staff in responding to behaviour incidents where necessary.

### **Parents/Carers**

- Parents are expected to:
  - Support their child in adhering to the learner code of conduct
  - Inform the setting of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with staff or Behaviour Lead promptly
- Support their child via progress reviews, multi-agency support meetings
- Be aware of and support Toucan Education's Behaviour Policy and Safe Handling Policy
- Support Toucan Education with attendance and punctuality by notifying the setting of any absences or lateness as soon as possible
- Dress in appropriate clothing suitable for the tasks-for example if at forest school-wellington boots and old, warm clothing is advised, if not giving an explanation to the setting as soon as possible.

### **Students code of conduct**

- Students are expected to:
  - To respect, support and care for each other both in school and the wider community
  - In sessions, make it possible for all learners to learn
  - Behave in an orderly and self-controlled way
  - Move in an orderly manner around the setting during transitions
  - Treat the buildings and property with respect
  - Wear appropriate clothing at all times
  - Refrain from behaving in a way that brings the setting into disrepute, including when outside includes travel to and from setting.
  - Listen to others and respect their opinions showing empathy and understanding
  - To be tolerant of others, irrespective of race, gender, sexual orientation, religion or age
  - Know that sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching) and that sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting and that these are unacceptable forms of behaviour.
  - Take responsibility for their own actions and behaviour and fully understand the consequences of poor behaviour on their own and others learning experiences.

### **Behaviour to and from setting**

Behaviour when travelling to and from the setting should be sensible and considerate. Any complaints of misbehaviour will be investigated and parental involvement sought. Toucan Education has the authority to deal with anything involving our students in the community. The full set of setting sanctions up to and including suspension and permanent exclusion can be used to deal with learner behaviour which poses a threat to another student or member of the public, or adversely affects the reputation of the school. The setting always seeks to work cooperatively and in partnership with all agencies, businesses, residents and individuals within the local community to solve problems and to ensure the good reputation of our school community; however, any complainant will be asked to involve the Police in the case of violence, vandalism or breaches of the peace.

### **Online Learning Behaviour**

#### **Expectations of learners**

### Videoconference Lessons (**Primary learners**)

During video calls with your teachers, it is really important that you stick to these rules:

1. An adult is with you during the video call when they can be.
2. You are in either your dining room, living room or kitchen and not your bedroom when possible.
3. You must be dressed and ready – not in pyjamas.
4. Please remember that the video conference is part of setting. You must be respectful to staff and other learners. Setting rules still apply!
5. Staying safe online – keeping yourself, your classmates and staff safe.
6. Do not record or take pictures of staff or classmates during you online sessions.

### Videoconference Lessons (**Secondary learners**)

During video calls with staff, it is really important that you stick to these rules:

1. An adult is present in the home where during the video call when they can be.
2. You are in either your dining room, living room or kitchen and not your bedroom.
3. You must be dressed and ready – not in pyjamas.
4. Please remember that the video conference is part of setting. You must be respectful to staff and other learners. School rules still apply. No swearing.
5. Staying safe online – keeping yourself, your classmates and staff safe.
6. Do not record or take pictures of staff or classmates during you online sessions.
7. Please try to be in a quiet area where you are able to concentrate- any background noise will be a disturbance to you, your classmates and staff.

### **Rewards and sanctions**

Response to inappropriate behaviour may have various purposes. These include

- Deterrence
- Protection
- Improvement

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

- Positive behaviour will be rewarded with:
  - Verbal Praise
  - Letters or phone calls home to parents
  - Special privileges such as outings and bespoke activities
  - Celebration of Achievement –star of the day
  - Display learners good work
- The use of sanctions at Toucan Education are characterised by certain features:
  - It must be made clear why the sanction has been applied
  - It must be made clear what changes in behaviour are required to avoid further sanctions.

- There is a clear, well understood, distinction between minor and major offences
- It is the behaviour rather than the person that is sanctioned

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

- A verbal reprimand
- Referring the learner to a senior member of staff
- Withdrawal from lesson to another location on site
- Letters, phone calls, meetings with parents/carers
- Agreeing a behaviour contract
- Non participation in enrichment activities
- Suspension
- Introduction of a positive re-engagement plan
- Permanent exclusion in extreme circumstances
- Alternative arrangements for sanctions maybe considered on a case by case basis for any learner where we believe an alternative arrangement would be more effective for that learner based on knowledge of the learners personal circumstances. SEND needs, consistency and fairness will also be considered.

#### **Supporting learners following a sanction:**

- Following a sanction, strategies will be considered to help the learner understand how to improve their behaviour and meet the behaviour expectations of the setting. This may include targeted restorative discussion on what went wrong and how we can do better next time. Relationship repair work between staff member and learner involved.

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

- Sanctions may be applied where a learner has misbehaved off-site on activities, when representing the setting, on a trip or on transport on the way to or from the event.

#### **Malicious allegations**

- Where a learner makes an accusation against a member of staff and that accusation is shown to have been malicious, the CEO may discipline the learner in accordance with this policy.
- Please refer to our procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.
- The CEO will also consider the pastoral needs of staff accused of misconduct.

#### **Classroom management**

- Teaching and support staff are responsible for setting the tone and context for positive behaviour within the setting.
- They will:
  - Create and maintain a stimulating environment that encourages learners to be engaged
  - Develop a positive relationship with learners.

## Suspension

The vast majority of behaviour is managed on site however; on occasion, a learner might be required to leave the setting's premises. Parents/Carers will be informed immediately. In cases where s/he refuses to leave an appropriate staff member will contact parents and, if necessary, the police. There are a number of more **serious behaviours** that stop learners doing well and could result in Suspension whether this be a Suspension or Permanent exclusion depending on the severity of the incident. These include:

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules eg physical or verbal abuse towards staff member
- Any form of bullying (see further info below)
- Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching)
- Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting
- Behavioural incidents online
- Vandalism
- Theft
- Fighting
- Smoking on site
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs or paraphernalia
  - Stolen items
  - Fireworks
  - Pornographic images

Depending on the severity of serious misbehaviour, a risk assessment may be carried out which could result in:

- Managing the incident internally
- Direct work with appropriate professionals
- A referral to early help
- A referral to children's social care
- Reporting it to the police

## 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 of time
- Difficult to defend against
- Involves an imbalance of power
- Bullying can include:

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Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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 setting's approach to preventing and addressing bullying are set out in our anti-bullying policy.

### Monitoring Arrangements

This Behaviour Policy will be reviewed by the CEO and the Management annually. At each review, the policy will be approved by the CEO.

The written statement of behaviour principles (Appendix 2) will be reviewed and approved by Management annually.

The Senior Leadership Team will regularly review behaviour across the school, by observing lessons, learning walks, analysing behaviour data including suspensions, Team Teach Incidents and Serious Incident Logs. Other forms of monitoring will include visitor feedback, speaking to learners and analysing parent and learner feedback internally and externally.