

Behaviour Management policy

Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management throughout Inspire South West
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how young people are expected to behave**
- Summarise the **roles and responsibilities** of different people in relation to behaviour management
- Outline our system of **rewards and sanctions**

Object

The object of the policy is to follow the Code of Conduct.

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](#)
- [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
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

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Definitions

Misbehaviour is defined as:

- Disruption in sessions, either at the Inspire SW Hub or in the community
- Non engagement

Serious misbehaviour is defined as:

- Repeated breaches of the code of conduct
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Fireworks
- Pornographic images
- Any article a Practitioner 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)

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

Bullying can include:

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

Roles and responsibilities

Founder and Director

The Founder and Director is responsible for reviewing and approving the written statement of behaviour principles.

Practitioners

Practitioners are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular young people
- Recording behaviour incidents

Parent/Carers

Parent/carers are expected to:

- Support their child in adhering to the code of conduct

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- Inform Inspire South West of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Practitioner promptly

Young person code of conduct

Young people are expected to:

- Behave in an orderly and self-controlled way
- Show respect to everyone they have contact with
- Accept sanctions when given
- Reflect on negative behaviours and work with practitioners on ways to move forward

Rewards and sanctions

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Awards and Certificates
- Letters or phone calls home to parents/Carers
- Special responsibilities/privileges

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

- A verbal reprimand
- Letters or phone calls home to parents/Carers
- Agreeing a behaviour plan with both student and parent/carer
- Create realistic/manageable behaviour targets

Behaviour management

Practitioners are responsible for setting the tone and context for positive behaviour

They will:

- Create and maintain a stimulating environment that encourages young people to be engaged
- Develop a positive relationship with young people
- Role model positive behaviour at all times
- Create and implement firm/fair boundaries and ensure young person is aware of expected levels of behaviour
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption

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- using positive reinforcement
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- having a plan for dealing with low-level disruption
- Using positive reinforcement

Practitioner support

Inspire South West recognises its legal duty under the Equality Act 2010 to prevent young people with a protected characteristic from being at a disadvantage.

Consequently, our approach to challenging behaviour may be differentiated to cater to individual needs.

Where necessary, support and advice will also be sought from specialists to identify or support specific needs.

When acute needs are identified we will liaise with external agencies and plan support programmes for that child. We will work with parent/carers to create the plan and review it on a regular basis

Monitoring arrangements

This behaviour policy will be reviewed by the Founder and Director every 2 years.

Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding Policy
- The Anti-bullying Policy
- The Drugs Policy

Written statement of behaviour principles

- Every young person understands they have the right to feel safe, valued and respected.
- Every young person should be educated in an environment where they can achieve their potential, free from the disruption of others
- Practitioners and volunteers set an excellent example to at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by all parties concerned

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- Young people are helped to take responsibility for their actions

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