



Behaviour Policy

Reviewed: 01.10.2018 | Next date for review: 01,10.2019

This policy aims to:

1. Provide a consistent approach to behaviour management.
2. Define what we consider to be unacceptable behaviour, including bullying.
3. Outline how pupils are expected to behave.
4. Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
5. Ensure efficient and effective record keeping.
6. Ensure pupil voice is captured and recorded.
7. Outline our system of rewards and sanctions.
8. Ensure that the school implements behaviour management lawfully.
9. Ensure that adults implement the schools policy and procedures, accurately.
10. Ensure clear reasons for any decisions taken and the relevant elements of a pupil's history or circumstances that have influenced the decision are referenced.

This policy and our other policies are based on advice from the Department for Education (DfE) and Independent School Standards.

Running Deer - Code of Conduct

Running Deer Board of Directors, the Running Deer Managing Director and those working for or on behalf of Running Deer are required to make a personal and professional commitment to each other and to clients, suppliers and other stakeholders or contacts during their everyday working practice as follows:

- Accept and treat others fairly.
- We have the right to screen and search students.
- We have the right to use reasonable force. Please refer to our [passive intervention and restraint policy](#) for further information. Details of Devon's Guidelines <http://www.devon.gov.uk/inclusion-reasonableforce.pdf>
- Respect cultural and personal differences.



- Promote and encourage diversity and equal opportunity principles at all times.
- Support and promote Running Deer as an ethical Equal Opportunity Employer.
- Share information and support work colleagues and managers where possible.
- Be co-operative, helpful and maintain a positive team spirit.
- Provide monitoring information regarding ethnic or majority origins to ensure special needs are catered for.
 - Not to harass, victimise, bully or discriminate against others.
 - Not to tolerate harassment, victimisation, bullying or discrimination.
 - To report harassment, victimisation, bullying or discrimination if it happens.
 - The Board of Directors understand their responsibilities outside the school gate.

Roles and responsibilities

The Board of Directors

The Board of Directors are responsible for reviewing and approving the written statement of behaviour principles.

The Board of Directors will also review this behaviour policy in conjunction with the Managing Director and monitor the policy's effectiveness, holding the Managing Director to account for its implementation. The Managing Director is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles

The Board of Directors will approve this policy.

The Managing Director delegates the responsibility to the Operations Director, in applying this policy and in lawful, reasonable implementation of any sanctions they deem necessary,

The Managing Director, in partnership with the Operations Director, will ensure that the positive behaviour curriculum, a range of therapies and programmes are in place and that appropriate multi-agency support is sourced and in place to ensure good quality inclusion for all. The Managing Director, and Operations Director 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 and keep good records to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:



- Implementing the behaviour policy consistently
- Planning and implement the positive behaviour curriculum consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Facilitate and support restoration between students and students and students and adults
- Recording behaviour incidents on CPOMS
- Responding to behaviour incidents, seeking support from the leadership team as appropriate
Implement consistently the agreed local rewards guidelines
- Plan, monitor and support students through behaviour contract, behaviour care plans and in modifying the day to day provision in line with recommendations and guidance from multi agencies and school leaders

Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Meet with leaders to support the improvement of students behaviour as necessary.

Students

Students, you are expected to:

- Always try your very best to learn.
- Make it possible for others to learn.
- Follow the instructions given by adults.
- Not to swear, hurt, bully or threaten others.
- Not to fight.
- Show respect to adults and each other.
- Take care of your own and other people's belongings.



- Take care of our school's resources, buildings and grounds.
- Complete all assigned work, including homework in the required time.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school. Be made aware that your behaviour outside school, which has an impact on the education or welfare of others in the school may result in sanctions being implemented.

Our School Rules

1. Always try your very best to learn
2. Follow the instructions given by adults, don't be afraid to ask if you don't understand
3. Complete all assigned work, including homework in the required time
4. Take reasonable care to avoid injury to yourself and others.
5. No swearing or fighting
6. Take care of your own and other people's belongings
7. Take care of our school's resources, buildings and grounds
8. Energy drinks are not permitted at school
9. Mobile phones not to be used other than at break times

In applying these rules adults should be clear of the following definitions:

Misbehaviour is defined as:

- Disruption to others learning or welfare during lessons/activities, play, movement around the school, out in the community, break and lunchtimes.
- Refusal to carry out the work an adult has set in lessons or activities, or for homework.
- Refusal to carry out reasonable instructions given by adults.
- Swearing.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Fighting.



- Theft.
- Physical assault of adults or other students.
- Racist, sexist, homophobic or discriminatory behaviour.
- Any form of bullying both in person or using electronic media.
- Vandalism i.e. damage with intent.
- Smoking.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol or Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images, including accessing these on school equipment and on your own devices
 - 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).

Positive behaviour

All staff are responsible for promoting, implementing and upholding the curriculum, rules and student code of conduct. Age and cognitively appropriate amendments will be needed to be put in place to ensure that students develop their understanding of how to manage their behaviour and understand their own emotions and those of others.

Staff should explore the antecedents to the poor behaviour, how each party may have felt, why the actions taken were inappropriate and how the situation could have been handled better.

- Regularly teach PSHE and incorporate it into daily life.
- Discuss the School rules and student code of conduct regularly.



- Emphasise positive behaviour and attitudes. “Look out” for good behaviour and learning, and praise specifically.
- Teach students to accept constructive evaluation of their work and behaviour, as appropriate to their age and to act upon it appropriately.
- Set, monitor and evaluate the impact of realistic achievable behaviour targets for students, refer to their individual behaviour plans where necessary.
- Encourage peers to seek and praise the good in others by giving opportunities to take on roles across the school e.g. showing students how to make a mallet, showing new students around etc.
- Use a restorative approach in putting right bad behaviour choices, using the restorative script. Celebrate and commend hard work, effort, and good behaviour during lessons and through celebration assemblies.
- Expect students to have respect for other races, cultures, religions, abilities and genders and proactively deal with discrimination.
- Record and report discrimination in line with school procedures.
- Act as role models for the students, using and encouraging positive behaviour.

Rewarding positive behaviour. Positive behaviour will be rewarded with:

- Verbal praise.
- Recognition of good behaviour to staff and other students.
- Phone call home to parents to congratulate student on good behaviour.
- Postcard home to parent to congratulate student on good behaviour.
- Achievement certificate.
- An Achievement medal.
- A “Well Done” metal.
- Headteacher’s award - Superstar medal for exceptional behaviour/work.
- Role model positions through out the school.
- A trip out with staff.

Poor behaviour

There will be times when students do not make good choices. In these instances, it is crucial to separate the behaviour from the student e.g. “I like you but not the choice of behaviour you have



made.” Students must learn that when they do not make a good choice, they have to acknowledge it, understand how the other party felt and restore the situation. Adults must encourage students to make the right choice before issuing any warnings

- Remember the choice of behaviour may be instinctive, learned from previous experience, be due to an underlying medical condition, a result of stress from another area in their life as well as deliberate.
- Speak calmly to each student, removing them from public and disperse spectators before speaking with them about their choice of behaviour. Never humiliate a student. This will make matters worse.
- Never discuss the issue/ problem out of school even if you know the parent/ family personally.
- Where the student is not making good behaviour choices and their choices are getting in the way of their learning or the learning of others, it is vital to involve parents to improve the student’s behaviour in partnership. The contact with the parent needs to be done privately and ideally prior to the end of the day. It must not be done on the playground or in front of an audience. The class teacher should carry this out. The purpose of this discussion is to inform the parent of the issue and seek their support at home to help address the issue.
- It must be made clear to the parent that we are not passing judgement on them but seeking their support.

Step1: First warning low level disruption or misbehaviour

- Directly speak to the child and student them to follow the instruction given.
- Explain what they have chosen to do is not a good choice and why.
- Be clear how you feel they should be choosing to act.
- Explicitly tell or model to the student what they should be doing.
- If the situation needs to be restored, follow the restorative approach.

Step 2: Second warning continuation low level disruption or misbehaviour

- Remind that this is not a good choice and is not acceptable.
- In tutor lessons and activities have a clear expectation of what work to achieve in the time.
- Take the student away from main camp, or to their safe space, or ‘The Cloud” or the garden.’ This not only closely supervises the student but also allows good behaviour to be modelled. It also means that as the supervising adult you can establish a positive conversation with the student and defuse any latent anger.
- Reintegrate the student into the group with the restorative approach if you feel is appropriate.



- Remind that if this continues they will have to leave the group again and go to a safe space.

Step 3: Third warning continuation of low level disruption or misbehaviour

- Remove the student from the area allowing a cooling off period.
- At the end of this period talk through their behaviour choice, being very specific why it was not a good choice.
- Affirm the behaviour that would be a good choice.
- Follow the restorative approach steps.
- Log the behaviour and actions taken on CPOMS.

Step 4: Fourth warning parental involvement to improve low level disruption or misbehaviour

Where the student is not making good behaviour choices and their choices are getting in the way of their learning or the learning of others, it is vital to involve parents to improve the student's behaviour in partnership. The contact with the parent needs to be done privately and ideally prior to the end of the day. It must not be done in front of an audience. The leadership team should do this. The purpose of this discussion is to inform the parent of the issue and seek their support at home to help address the issue.

It must be made clear to the parent that we are not passing judgement on them but seeking their support.

Serious misbehaviour

Serious misbehaviour must be carefully managed. Students and adults can often be in a heightened emotional state immediately after an incident has occurred or been reported. Where injury has occurred, it is vital that treatment is prioritised.

The adults on hand must ensure that students and staff involved are appropriately supported. Adults must not attempt to explore the incident and make judgements while in a heightened emotional state; appropriate time to 'cool off' must be respected for all parties.

All investigations must be carried out without bias or discrimination.

It is important that the senior management team are immediately informed of the incident, if they were not to hand.

Appropriate restorative approaches should be implemented in a timely manner.

Each case and student must be managed in a bespoke manner, taking into account the individual's circumstances.



Must be recorded onto the CPOMS system

All serious misbehaviour must be dealt with:

- LAWFULLY, taking into account all relevant legislation.
- In line with the PROCEDURES detailed in schools policies.
- Showing clear REASONS for any decisions taken and the relevant elements of a student's history or circumstances that have influenced the decision. In managing a serious behavioural issue, the school may consider one or more of the following:
 - Written records must be made for all investigation with students, and recorded on the CPOMS system.
 - Letters or phone calls home to parents to seek support in reinforcing appropriate behaviour.
 - A restorative approach implemented appropriately.
 - Agreeing a behaviour contract, where a student is explicitly made aware of the improvement needed in their behaviour.
 - Seeking multi agency advice.
 - Meeting with parents/carers to discuss the students behaviour.
 - Writing a behaviour care plan.
 - Temporary exclusion (please refer to our exclusions policy <http://www.runningdeerschool.org.uk/resources/exclusion-policy.pdf>)
 - Permanent exclusion <http://www.runningdeerschool.org.uk/resources/exclusion-policy.pdf>

Restorative Approach

When to use a Restorative Approach

A restorative approach can be used when you know someone accepts that they may have caused harm. If they do not, then some other form of process needs to be considered. Individuals can not be made to take part in restorative actions if they are not willing to engage.

What does using a Restorative Approach mean?

If someone harms someone or hurts their feelings in some way, a meeting or discussion can be held with those affected to discuss what has happened and how they have been affected and what needs to happen to repair the harm that has been caused.

What is the aim of a Restorative meeting?



Those involved are invited to share:

- What has happened?
- Who has been affected and in what ways they have been affected?
- What needs to happen to put things right or to make things better in the future? By exploring what has happened and how people have been affected, it is hoped that the person who may have caused harm will be able to think of a way to repair the harm that they have caused.

What happens next?

If the person who caused harm has accepted what they did has caused harm, and is truly sorry for what happened, an agreement can be made about what is a suitable way to repair the harm. This may be as simple as making an apology and it being accepted.

IT IS NOT RESTORATIVE IF SOMEONE HAS SIMPLY BEEN MADE TO APOLOGISE.

It may be that they need someone to help them apologise, by being with them when it happens or by helping them write a note of apology.

It is really important for others to recognise that once a person has apologised or repaired the harm that is the end of the matter.

A student should not expect to be 'told off' or be spoken to about the incident by someone who was not present in the restorative meeting. A Restorative Approach is about moving forward. Individuals who are not prepared to move forward may need additional or alternative support to understand how their actions impact on others. This will need to be part of an individualised programme.

A Restorative Approach is about righting wrongs not about telling a student off after the restorative meeting has taken place. This will be confusing for the student, as they will think they are getting told off having just made an apology.

If a student has agreed to try and not make the same poor choice again, this can be conveyed to those affected. Students cannot be expected to promise not to do something. They can only be expected to try not to make the same poor choices again.

Why use Restorative Approaches?

Students have the right to learn from their mistakes. Students need to be supported in understanding that making poor choices can have an effect on others. Some students find accepting responsibility for mistakes hard and saying sorry is sometimes even harder.

Using a Restorative approach acknowledges that sometimes these things go wrong and adults will support a student in making things right again. Restorative Approaches are about having a discussion about what happened and how it can be fixed. It is not about apportioning blame and punishing.



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.

Please refer to our anti bullying policy <http://www.runningdeerschool.org.uk/resources/anti-bullying-policy.pdf>

Exclusions

The Managing Director and/or the Operations Director as detailed above, may in extreme cases, decide to issue the student with an exclusion from school. This must be in line with the Exclusion Policy. Exclusions can only occur if:

1. There is a serious breach of the behaviour policy, i.e. serious misbehaviour, as outlined in this policy AND
2. Where allowing the student to remain in school, this would seriously harm the education or welfare of the student or others in the school.

Please see our Exclusions policy for further information <http://www.runningdeerschool.org.uk/resources/exclusion-policy.pdf>

Related policies

Anti bullying policy <http://www.runningdeerschool.org.uk/resources/anti-bullying-policy.pdf>

Equal Opportunities policy <http://www.runningdeerschool.org.uk/resources/equal-opportunities-policy.pdf>

Passive intervention and restraint policy <http://www.runningdeerschool.org.uk/resources/passive-intervention-and-restraint-policy.pdf>

Complaints procedure <http://www.runningdeerschool.org.uk/resources/complaints-procedure.pdf>

Exclusions Policy <http://www.runningdeerschool.org.uk/resources/exclusion-policy.pdf>

Safeguarding policy <http://www.runningdeerschool.org.uk/resources/safeguarding-policy.pdf>

Intimate care policy <http://www.runningdeerschool.org.uk/resources/intimate-care-policy.pdf>



Appendixes

Facilitator guide and conference script – for acknowledged harm/accepted responsibility.

A key part of the Positive Behaviour Curriculum is in supporting pupils to repair relationships following incidents. Adults should use the following script, amended for age appropriateness.

1) INTRODUCTIONS

“Welcome, as you know my name is xx and I have been asked to facilitate this meeting. (Introduce participants if necessary). I have spoken to all of you about the incident (briefly outline what happened) xxx (wrongdoer name) has admitted their part. I remind you that you are here to discuss what happened, not the character of anyone involved. I will invite you all in turn to talk about how you and others may have been affected by what happened. This will help everyone understand what needs to be done to help put things right. “

2) START WITH WRONGDOER(S) – I would like to start by asking

- Can you tell us about what happened and how you became involved OR what happened?
- What happened next OR what else? (ask this until their story unfolds)
- What were you thinking at the time?
- What have your thoughts been since?
- How has this affected/upset you and others?
- What’s been the hardest thing for you?

3) TURN TO HARMED PERSON(S) – I would like to start by asking

- Can you tell us about what happened and how you became involved OR what happened?
- What happened next OR what else? (ask this until their story unfolds)
- What were you thinking at the time?
- What have your thoughts been since?
- How has this affected/upset you and others?
- What’s been the hardest thing for you?

4) THEN ASK REMAINING PARTICIPANTS IN TURN THE SAME QUESTIONS (if necessary theme in views of those not present)

5) GO BACK TO THE WRONGDOER(S) – you have just heard how xxxx and others have been affected by what you did



- Do you all see that harm/upset that has been caused?
 - Is there anything you want to say at this stage?
 - Do you think that something needs to be done to repair that harm/put it right?
- 6) GO BACK TO THE HARMED PERSON – What do you think needs to happen?
- 7) GO BACK TO THE WRONGDOER(S) – What do you think of what xxxx has suggested?
- 8) RETURN TO PERSON HARMED AND THEN OTHER SUPPORTERS
- What do you think/feel about what has been said?
 - What would you like to see come out of today's meeting?
- 9) RETURN TO WRONGDOER – What do you think/feel about what has been said?
- 10) MAKE AGREEMENT
- 11) OPTIONAL QUESTIONS
- Would you do anything differently now?
 - What other choices could you have made?/
 - What have you learned from the meeting?
- 12) FINAL INVITATIONS TO SPEAK – before I close the meeting is there anyone else who wishes to say or ask something?
- 13) CLOSING THE MEETING – Thank you for participating in this meeting, I hope that your time together has helped you deal with this matter.

Contact Running Deer

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