



Behaviour Policy - Students

Policy: Behaviour Policy (Students)		
Date Adopted: 1st September 2020	Date of last review: 1st September 2020	To be reviewed next before/on: 1st September 2021
Purpose and Statement: <p>Children's learning in all areas, academic, social and personal is best supported in an environment where children feel happy, safe, valued and motivated to achieve. At ReachOut School of Arts we create a positive learning environment that ensures our approach to behaviour management and discipline is consistent and understood by all staff, pupils and parents.</p> <p>We firmly believe that the best way to ensure high standards of discipline is to recognise achievement and celebrate success. To support this, we believe that ReachOut School of Arts needs a system of rewards for good and improving behaviour and sanctions where standards fall below our expectations. These rewards and sanctions must be applied consistently and fairly.</p> Main Aims for the policy: <ul style="list-style-type: none">● To outline ReachOut School of Arts expectations of behaviour and the systems used● To ensure we promote and develop good behaviour● To promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well● To help children to become positive, responsible and increasingly independent members of ReachOut School of Arts and wider community		
Distribution: <ul style="list-style-type: none">● To all staff and volunteers● This policy will be made available to members of the public on request● Confirmation of receipt of information - Signed statement from recipient to be held on file		
Review and monitoring of policy: <ul style="list-style-type: none">● Reviewed annually or in instances of legislative change● Monitoring is part of Management and Supervision		

The following policy is based on the below principles:

- All members of the ReachOut School of Arts community have a right to expect that they learn and learn in a safe place.
- ReachOut School of Arts expects every member of its community to behave in a considerate way towards others.

- There will be a zero tolerance of violence, threatening behaviour and disorderly conduct, including abuse in all forms, against ReachOut School of Arts staff or other members of the ReachOut School of Arts community.
- Where such behaviour does occur, action will be taken to deal with the person or persons concerned.

What do we mean by Abusive or Threatening Behaviour?

The Public Order Act 1986 defines “disorderly conduct” as: verbal abuse, threatening abusive or insulting words or behaviour or any disorderly behaviour whereby a person is caused alarm, harassment or distress.

“Threatening behaviour” is when a person fears that violence or threat of violence is likely to be provoked. In an ReachOut School of Arts context, this could mean a child shouting at a member of staff, either in person or on the phone; acting aggressively towards staff or other students, including using intimidating body language, as well as actual violence. It also covers comments posted on social networking sites or situations where members of staff are approached off premises.

Expectations:

We believe that good behaviour is essential to enable all our pupils to achieve their full potential. Good behaviour promotes effective learning; effective teaching and learning promotes good behaviour.

No student will be allowed to behave in a manner which adversely affects the learning opportunities of others.

We believe it is important for children to be aware of their behaviour and its impact on others. Pupils need to take responsibility for their behaviour and be actively involved in finding solutions.

The school has a set of golden rules of behaviour which are aimed at promoting respect, honesty and good relationships, so that people can work together in a supportive atmosphere with the common purpose of helping everyone to learn, to be creative, to grow emotionally and physically and to be happy.

Do be gentle	Do not hurt anyone
Do be kind and helpful	Do not hurt people's feelings
Do work hard	Do not waste your and other people's time
Do look after property	Do not waste or damage things
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth

ReachOut School of ARTs expects every member of the school community to behave in a considerate way towards others. Central to this is choice: we refer to good choices and bad choices. By using the language of choice, we:

- promote self-management of behaviour and enable some reflection on what behavioural choices exist;
- avoid labelling children – instead we refer to the choices we all make and that we should always try to make good choices.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, we aim to 'catch' good behaviour.

Children are encouraged to make good choices at all times. They will be supported to:

- follow the golden rules
- understand what good behaviour means
- be aware of their behaviour and its' impact on others
- take responsibility for their actions
- learn to care for themselves and each other

Staff Will:

- Ensure all children are clear about our expectations of behaviour at the beginning of the term and remind them during classes
- Treat each child fairly, with respect and understanding
- Regularly discuss the golden rules and remind children of ReachOut School of Art's expectations
- Plan quality learning tasks which engage and motivate learners
- Praise good choices, behaviour and achievements
- Ensure they are fully familiar with the children's needs and make every effort to be positive, motivational and inspiring – thus minimising the risk of poor behaviour during lessons
- Follow the guidance in the disciplinary policy in a fair and honest way
- Use ReachOut School of Arts guidance to ensure they are consistent when deciding on consequences
- Keep a record and relevant notes on any misbehaviour
- Keep parents/carers informed about their child's behaviour and relationships
- Ensure the health, safety and welfare of all children

We expect parents and carers to:

- Be aware of ReachOut School of Art's expectations of behaviour
- Celebrate their child's achievements and show an interest in their ReachOut School of Arts classes
- Ensure that children arrive at ReachOut School of Arts on time
- Work with ReachOut School of Arts to model high expectations of behaviour
- Work with ReachOut School of Arts to support us in improving children's behaviour
- Act promptly at the request of ReachOut School of Arts in the instance of a discipline problem
- Support ReachOut School of Arts decision when applying consequences

Bullying/Violence:

ReachOut School of Arts has a zero-tolerance bullying and violence policy.

Students who bully other members of the ReachOut School of Arts community and/or use physical violence will have their membership revoked and they will be asked to leave.

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding property, threatening gestures)
- Physical - pushing, kicking, biting, hitting, punching or any use of violence
- Racial - racial taunts, graffiti, gestures etc.
- Homophobic - because of, or focussing on the issue of sexuality
- Sexual - unwanted physical contact or sexually abusive comments
- Verbal - name-calling, sarcasm, spreading rumours, teasing etc.
- Cyber - All areas of internet, such as email and internet chat, Twitter, Facebook misuse etc. Mobile threats by text messaging and calls, Misuse of associated technology, i.e. camera and video facilities, Ipad, games consoles etc.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, incl Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, to and from ReachOut School of Arts , on trips and cyberspace. It can take place in group activities and between families in the local community.

Students must not hesitate to report bullying to any adult on site. Volunteers and staff will help any student/family who are the victim of any of these behaviours. Staff will investigate any allegation of bullying, which may result in any perpetrator being asked to leave.

Staff remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

The ethos and working philosophy of ReachOut School of Arts means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Peer on Peer Abuse:

Bullying and violence is not the only form of peer on peer abuse ReachOut School of Arts students may experience, both at ReachOut School of Arts] or in the wider community. Any form of peer-on-peer abuse will result in the perpetrator being asked to leave ReachOut School of Arts and may result in legal, criminal or social investigation.

Examples of peer on peer abuse may include, but are not limited to:

- Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)
- Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)
- Bullying (physical, name calling, homophobic etc.)
- Cyber bullying
- Sexting
- Initiation/Hazing
- Prejudiced Behaviour
- Teenage relationship abuse

ReachOut School of Arts will deal with any situation of peer abuse immediately and sensitively.

For full information, we have the following policies in place that should be read in conjunction with this section:

- Child Protection and Safeguarding

Special Needs:

Whilst every effort is made to ensure our procedures support children to make good choices, we know that some children have additional needs. When this happens, we will work closely with parents/carers to provide additional interventions which may include:

- Establishing an individual behaviour plan
- Support from the parents

ReachOut School of Arts is unable to provide 1-to-1 support, which is made clear to any parent at the time of booking should they disclose additional needs information to us.

ReachOut School of Arts will do everything within our power to integrate children with additional needs into our classes, however should behaviour become disruptive in any way, ReachOut School of Arts must reserve the right to ask children to rescind membership.

Managing Behavioural Challenges:

ReachOut School of Arts is an extra-curricular activity, and as such we expect that students want to attend classes. Behavioural difficulties are rare, but ReachOut School of Arts sometimes does have to manage situations.

Staff are instructed to never demean or undermine pupils, their parents or carers, or colleagues. Staff must also never raise their voice beyond what is appropriate and must never lose their temper.

Staff are expected to consult with the principal before initiating any type of disciplinary measures.

Examples of appropriate disciplinary techniques:

Splitting up groups who are not paying attention

Setting clear objectives and behavioural expectations

Rewarding good, positive behaviour (praise and ReachOut School of Arts also allow stickers)

Time outs

Speaking to troublemakers

Examples of inappropriate disciplinary techniques:

Bribery of any kind (using sweets, money etc.)

Raising voices/yelling

Violence or threats of violence

For more serious behavioural problems, ReachOut School of Arts use a traffic light system. This can only be initiated and advanced by the Principal.

The Traffic Light System is a 'three strikes' technique. A student is put on the traffic light system after other disciplinary techniques have failed. The begin with a green warning.

Green Warning:

Student is told they have been put on a green warning because their behaviour has led to this. The Principal will use tangible examples and not be vague about the reasons for this action.

Parents/Carers will also be told in person and in writing.

Orange Warning:

Student is told why their warning has been advanced by the Principal with a tangible example. Parents/Carers will also be told in person and in writing.

Red Warning:

Student is told why their warning has been advanced by the Principal with a tangible example. It is made clear that this is the student's final chance. Parents/Carers will also be told in person and in writing.

If a student continues to misbehave, they will be asked to leave ReachOut School of Arts

