



Behaviour Policy

In toto ed Ltd

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At In Toto Ed positive learning is at the heart of everything we do. We therefore commit to providing a learning environment where everyone within the school community feels safe, secure and free to focus on achieving their full potential.

The aim of this policy is to maintain consistency and fairness for all so that every member of the In Toto Ed community is valued and respected. This policy outlines our expectations of staff and students. These include:

- Enable students to behave well, with support in place to help them achieve this
- Promote resilience, focus, determination and empathy.
- Prevent all forms of bullying.
- Ensure all students are in an environment that is conducive to learning.
- Respect each other
- Focus on the use of praise and positive reinforcement.

At In Toto Ed, we commit to promoting the welfare of every member of our community and will not tolerate bullying in any form. We strive to ensure an environment where everyone feels supported and confident to report any concerns that they have. We endeavour to support all our students to achieve and work with them and their families towards a common goal.

Disruption free learning

All staff will implement this policy consistently by promoting a culture of disruption free learning. They will:

- Collect students from the common room area and take to the relevant classroom.
- Celebrate good work and behaviour by using achievement points.
- Send home positive post cards.
- Attend restorative meetings with Students.
- Use clear and concise communication when interacting with students.
- Log all incidents on iSams (positive behaviour) and CPoms (negative behaviour)

At In Toto Ed, we believe that:

- Behaviour is a means of communication – we must ensure that all students are supported to communicate their needs safely and appropriately.
- Students are more successful when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers.
- In supporting emotional development and self-regulating skills students can learn to improve their behaviour. Many students at In Toto Ed, many students find learning difficult: learning new behaviour is a task, just like learning to read or write.
- Students need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs, past and current trauma, levels of stimulation and engagement.
- As adults, we must consider the learning styles and needs of the students; we must also have realistic expectations about the rate of progress a student will make when learning to adapt or develop new behaviours.
- Mistakes are part of the learning process, and we recognise that all of our students are at different stages of the developmental process. We don't make a judgement about it – instead we support and guide our students to get it right.

The stage of emotional development and additional needs of a student will determine their ability to self-regulate and their readiness for learning. In Toto Ed offers a stable environment in which vulnerable young people can work towards academic progress and a fulfilling place in society, whilst becoming more emotionally and socially independent. This policy emphasises the importance of acknowledging academic, social and emotional progression involving students, parents and carers to provide a safe, welcoming and inclusive environment. Working in partnership with stakeholders is a very high priority. We believe that parents/carers know their children best and we are committed to working in partnership to identify the best way of providing support for everyone in the school. The concerns of parents/carers will be listened to, in a non-judgmental way and acted upon where possible so that the needs of their children are effectively met.

Encouraging Positive Behaviours

All staff are responsible for adhering to positive practice that promotes holistic student progress. This based on the understanding that students make optimum progress when staff are fair, flexible, trusting, respectful and model positive relationships.

- Staff model expected behaviour
- Staff have high expectations of student's behaviour
- All lessons encourage positive behaviours and anything unacceptable is challenged
- The entire curriculum is planned to ensure coverage of personal, social and emotional issues that may affect students at In Toto Ed.
- Staff are continually catching students 'being good' and 'making positive contributions' to school life.

- Displays around the school are vibrant and show all students in a positive manner.
- Positive interaction and communication with home and external agencies is of paramount importance.

Students will:

- Leave all coats, bags, masks and electronic devices (including air pods) in their locker.
- Arrive on time for all lessons.
- Aim for 100% attendance.
- Follow the uniform guidance.
- Not eat or drink except at break & lunch (water is allowed to be consumed in lessons)
- Only eat and drink in the Common Room area
- Behave calmly
- Respect others
- Listen to staff
- Always remain in lessons
- Work to the best of their ability
- Being ready to learn immediately.
- Remain in the classroom throughout the lesson, unless agreed otherwise

Expectations of students

To enable disruption free learning, we develop positive relationships. Clear instructions and consistency in all classes will help this to happen. Students will receive three warnings to improve their behaviour during lessons.

Warning One: Students will be made aware they are not meeting expectations.

Warning Two: Students will be told of the consequence for their continued disruption.

Warning Three: Students will be removed from the lessons and will continue their lesson elsewhere in the building.

Students will be removed from their timetabled classroom for persistent disruptive behaviour which impacts on the learning of others.

Exceptions

On occasion, a student may be immediately removed from a lesson without warning. This would be in incidents of extreme behaviour and/or risk. The list below is not exhaustive, but such behaviour might include the following:

- Swearing at a member of staff.
- Being rude and defiant to a member of staff.
- Threatening and intimidating behaviour.
- Racist, Xenophobic and Homophobic language.
- Violent act towards another person.
- Arguing back to the teacher once a warning has been given.
- Refusing to hand over mobile phone or headphones.

These behaviours will need to be logged on iSams and the Head of School must be notified. The sanction will be dependent on findings of the investigation.

Behaviour during break and lunchtime

During break and lunchtime, a positive and calm environment will be maintained. All students must stay in the Common Room, Sensory Room or English Room. Please log on iSams and inform the relevant parties of the behaviours which you have challenged.

Representing In Toto Ed

All Students must:

- Arrive and leave In Toto Ed in clothing that adheres to the uniform policy.
- Be polite and courteous.
- Use public transport, cycle lanes/pedestrian zones safely.
- Dispose of litter properly
- Respect members of the public, our community and property.

Prohibited items

All electronic devices must be stored in student lockers as soon as they enter the building.

The following items are not allowed on the In Toto Ed premises or whilst representing the In Toto Ed at any time:

- Weapons – this includes any item that can be used with the intention of causing harm.
- Banned and illegal substances such as alcohol and drugs.
- Fireworks.
- Cigarettes/smoking material, lighters and matches.
- Stink bombs and water bombs.

If a student is found to have brought a weapon (knife, gun, or other item intended to cause harm) into school, even if it is found to be imitation, the police will be called immediately.

Items will be immediately confiscated, leading to an immediate sanction. We operate a zero-tolerance policy towards the possession of weapons. Any student in possession of a weapon faces potential permanent exclusion immediately. In addition, an incident of extreme violence or harassment could also potentially lead to an immediate permanent exclusion.

Sanctions

In Toto Ed has the statutory duty and power to impose sanctions which are reasonable and proportionate.

Disciplinary sanctions used by the In Toto Ed have three main purposes, namely to:

- Impress on the perpetrator that what they have done is unacceptable.
- Deter the student from repeating that behaviour.
- Signal to other students that the behaviour is unacceptable and deter them from repeating it.

This section outlines the main strategies that In Toto Ed and staff may choose to use in response to poor behaviour, so that everyone is able to access disruption free learning.

In the classroom:

- For first offence: verbal warning with student being reminded of the expectations of In Toto Ed
- If disruption continues, students will be removed from the lesson
- The relevant member of staff will hold a restorative meeting with the student as soon as possible.
- The Head of School will call home the same day to inform the student's parents/carers that they were removed from the lesson and the reasons why.
- Students who are regularly removed from lessons and are rude, or disruptive will meet with the Head of School and Parents/Carers to discuss what can be put in place to support their behaviour.

Rewards

At the heart of any behaviour policy must be a system that recognises, reinforces, and rewards positive behaviour and achievement. Our policy aims to:

- Motivate and encourage.
- Foster the nature of competition between individuals and year groups.
- Recognise achievement.
- Promote a culture of excellence.

Teaching Staff are encouraged to send home postcards or give achievement points for:

- An outstanding piece of work
- Excellent attainment
- Excellent progress
- Excellent attitude to learning
- Excellent punctuality and attendance

Prize Giving

Prize Giving is held at the end of each term and recognises achievement from the term. GCSE, A Level, Arts Award and Vocational Qualification Certificates are given out alongside 'in-house' certificates for students who have been nominated by members of staff.

Restorative Approach

Wherever possible, In Toto Ed will seek a restorative approach to all incidents. This process does not assign blame but encourages the students to look at their own and others' behaviours with a view to providing a positive outcome for all involved. Following an incident, the student/s and their parent/carer are invited to a meeting at which it is decided whether the Restorative Approach should be offered.

A Restorative meeting may then be arranged at which the student is encouraged to think about the following:

- what happened
- how they felt at the time
- who was affected by what happened
- how they feel about it now
- repair and the future

This process may be repeated with as many students as were involved and it may culminate in a group session where everyone is encouraged to contribute to the repair process. By using this approach, students are taught to reflect and take responsibility for their own actions.

Trauma-informed approach

In Toto Ed operates within a trauma-informed approach, where there is a recognition that students are emotionally de-regulated, staff support students to regulate, often through co-regulation, then relationships are re-established through reconnection. Part of this process will also be to remind the students that there will be a consequence for their choice of behaviour. Strategies for supporting students displaying challenging behaviours and displays of anger, are based on: an understanding of the functioning and development of the brain, the reminders of the link between choices and consequences, the role that trauma and adverse childhood experiences has on development and the importance of an emotionally available adult to support with the 4Rs – Recognise, Regulate, Reconnect and Restore.

Mobile Technology

We recognise that mobile technology is positive, however, we recognise the challenges that it brings. Our policy is set out below:

- Mobile technology may be brought to school but must be put student lockers as soon as they arrive.
- If a mobile phone or earphones are seen at inappropriate times they should be confiscated and given to the Head of School until the end of the day.
- If a member of staff becomes aware that a student has tried to access inappropriate sites via mobile technology, they must report it to the DSL immediately.
- All Students have a responsibility to ensure that no digital footage is taken of any member of the In Toto Ed community or inside the building. Any footage uploaded onto any social media network without permission will be considered with the upmost seriousness and risks disciplinary sanctions.

Uniform

In Toto Ed doesn't have a formal dress code. Instead, we ask students to dress appropriately for the subjects they're studying. For instance, students taking part in sports need to wear exercise clothing.

We ask all students to remember their dignity and to set the standard for others. In practice (applied to contemporary fashions) this means:

- not wearing clothes that consistently reveal underwear or large amounts of flesh.
- no T-shirts or other items of clothing advocating or celebrating illegal acts, drugs etc
- no items of clothing that may suggest membership of clans, gangs and so on
- no masks to be worn.

Students who attend school in appropriate clothing will be offered alternatives or asked to go home and change.

Procedures for Damage to Property/Equipment

At In Toto Ed, students learn to be accountable for their actions, therefore if a student damages property or equipment, they are expected to pay a contribution towards the repair or replacement. When damage to property occurs staff are to write a report on iSams and inform the Head of School. After evaluation of the incident and damage a decision will be made by the Head of School if a contribution will be requested from parents/carers. A letter will be written to the parents/carers informing them of the damage and requesting either the full cost or a contribution. There will be a series of three reminder letters, the final one of which will make it clear that the student will not be included in any further trips until the payment has been made.

Searching and Screening

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

a. The 2022 DfE guidance on searching and screening, states that any member of staff may search a student if they agree. It also states that we may search and screen students (and their possessions) without consent where there are reasonable grounds to suspect they have banned or illegal items. Either the DSL or DDSL or Director will be present at any searches.

b. The Head of School, and those to whom they provide authority, may search students. This will most commonly be member of the pastoral team. For searches without consent, a member of the SLT must be informed.

c. A member of staff searching should be the same sex as the student being searched, although may be adjusted if the search takes place on a school trip.

d. Where the person conducting the search finds an electronic device he or she may examine and erase the data or files on the device if there is good reason to do so. DfE advice is that if a staff member has a 'good reason' to examine or erase data or files they must reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break school rules, or if it may provide evidence of harm to its owner. Searching through a phone will also be conducted by, or in the presence of, at least one member of the pastoral team.

e. Schools are permitted to search without a pupil's consent for, i. stolen items ii. knives, weapons, alcohol, illegal drugs, tobacco and cigarette papers, vapes, fireworks or pornographic images iii. any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property iv. any item banned by the school rules, which has been identified in the rules as an item which may be searched for, as long as we have reasonable grounds for suspecting that a pupil is in possession of such items.

f. We may remove clothing which is not next to the skin. We may not conduct an intimate search: only a police officer may do so.

g. We may search possessions including bags, lockers, phones etc.

h. We may seize any banned, stolen or prohibited item which is harmful or detrimental to school discipline

- i. A refusal to comply with a search will result in the student being sanctioned.
- j. In line with the DFE guidance we may screen students using a hand held metal detector without requiring consent. Any member of staff may do this and a refusal to undergo screening will mean that a student will not be permitted to stay on the premises. We will also conduct random searches of the whole school. These are actively promoted to students to discourage them from bringing in any banned items.
- k. A formal record will be made of all searches other than those that are part of routine screening.

Strip Searches

Staff do not have the authority to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

The school will contact parents/carers and inform them that the police are going to strip search the student. Parents/carers will be offered the opportunity to attend school and be present, acting as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult.

After a strip search, the student will always be offered and given appropriate support. The search will be reported to the DSL and recorded on CPOMS.

Team Teach Training

We aim for all members of staff to be Team Teach trained.

Head of School

The Head of School has the ultimate responsibility for setting the standards of behaviour in school. The Head of School is committed to ensuring that there is a purposeful working environment, that teachers can teach and students can learn. The Head of School will ensure that all staff have training to support students in modifying their behaviours and in the practice of restorative conversations and meetings to support reflection.

The Head of School must be kept informed of students' behaviour and attendance.

Legislation and Statutory Guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

UN Convention on the Rights of the Student

This policy takes into consideration the following Articles:

Article 19 - Governments should ensure that students are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 28 – All students and young people have a right to primary education, which should be free. Discipline in schools should respect students' human dignity. Young people should be encouraged to reach the highest level of education they are capable of;

Article 29 – Education should develop each student’s personality to the full. It should encourage students to respect their parents, and their own and other cultures.

Review

This policy is reviewed annually.