

**Plymouth  
School of  
Creative Arts**

make  
discover  
perform

## **Behaviour Policy**

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| Date created: 01/03/2018 | Created by: D. Strudwick | Review period: Annual    |
| Reviewed: 16/03/2018     | By: M. Beard             | Next review: Autumn 2018 |

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## Foreword

This behaviour policy explains our approach to behaviour. It sets out our processes for ensuring positive behaviours linked to learning, and our processes for challenging negative behaviours that are a barrier to learning. This policy *must* be read in conjunction with our school's Behaviour Frames (see below) and [Positive Handling Policy](#). The following Department for Education (DfE) guidance has been considered in developing our policy and its supporting processes, and should be referred to in conjunction with this Behaviour Policy and our Behaviour Frames:

- [Behaviour and discipline in schools](#)
- [Preventing & Tackling Bullying](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

This Behaviour Policy is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- 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.

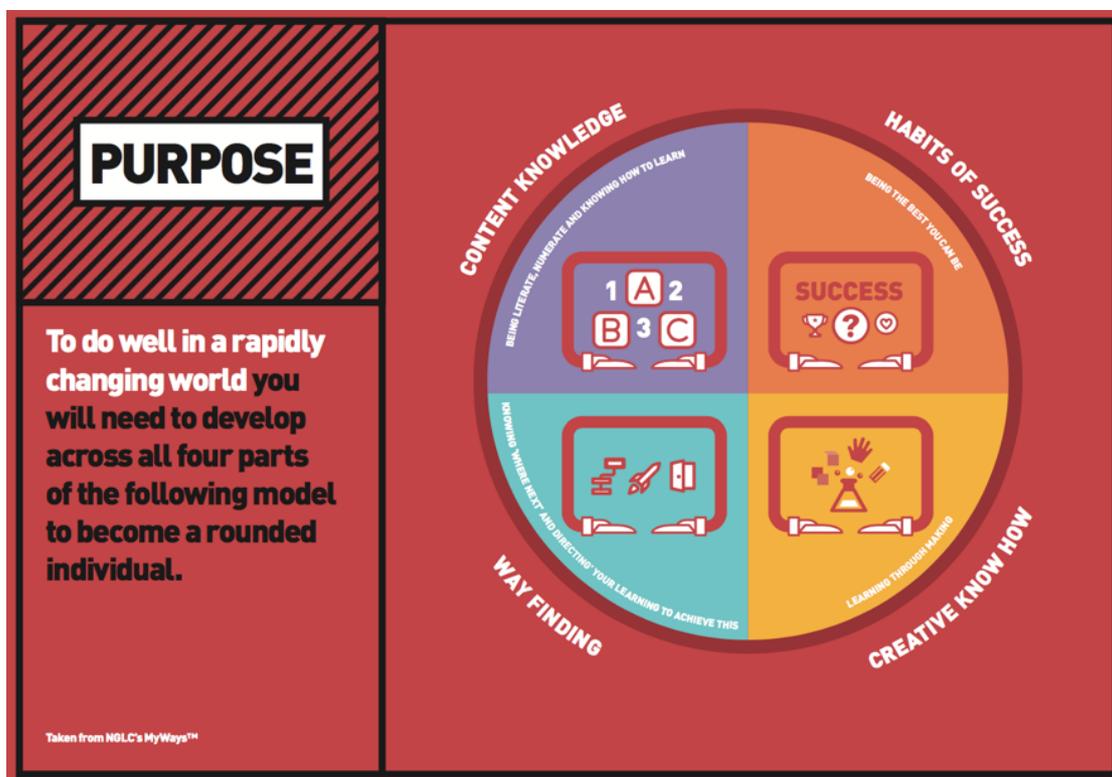
This Behaviour Policy is available on our website and a hard copy can be printed for parents on request.

## 1. Introduction

Behaviour is what we do, not who we are. However, what we do has a huge impact on what we experience, how others' respond to us and the meaning we make of that combined experience. Changing how we behave (and our understanding of that behaviour) can help us 'be' differently in the world; we are after all human *beings*, not human *doings*. Changing how we behave can in itself be transformative.

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In our school we look to develop behaviours that support the development of *Content Knowledge*, *Habits of Success*, *Way Finding* and *Creative Know How*, components of the the MyWays Competency Framework that informs our curriculum:



Our purpose or ‘why’ around developing positive behaviour therefore, is to be successful as a learner and successful in life. Behaviour and learning are inextricably linked; behaviour *is* learning, as much as *for* learning and *as* learning. The ‘why’, ‘what’ and ‘how’ for behaviour come together in a relationship that we’ve summarised as:

- **Making Sense:** How is what I’m doing making sense to me (and/or others), based on past experience and/or the way I perceive and relate to the world around me?
- **Underlying Need:** Why (and how) does this support my development as a successful, interdependent member of a community?
- **Habit:** What habits do I need to learn – or re-learn – so I’m able to make a genuine and more helpful choice? What are the consequences for poor choices?



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## 2. PSCA Behaviour Frames

The Deputy Headteacher leads on behaviour and, in consultation with staff and students, is responsible for developing the detailed processes that inform this Behaviour Policy. These processes are referred to as our Behaviour Frames. They make clear to students how acceptable standards of behaviour can be achieved, and relate directly to this policy and our overall approach to learning. These Behaviour Frames also detail consequences for unacceptable behaviour. These processes will be consistently and fairly applied, and are intended to promote the concept of personal responsibility within the context of our school's purpose, *Creating Individuals, Making Futures*. Our Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs & disabilities (SEND).

Please click on the links below to access the relevant Behaviour Frame:

[Phase 1](#)

[Phase 2](#)

[Phase 3 and 4](#)

## 3. Expectations, Choices and Consequences

As a school, we aim to hold high expectations of what is possible for all learners. We aim to ensure that we create clear expectations of what positive behaviour looks like. These expectations are intended to support a student in ***Seeking and Developing Responsibility*** (see below) and are detailed within our Behaviour Frames. As a school, we recognise the importance of noticing people being helpful and constructive as well as challenging those who are ***Lacking Responsibility*** (see below). The details of consequences for unhelpful behaviour are also highlighted within each of the Behaviour Frames. We work to support learners to firstly recognise - and then understand - the relationship between the choices they make, and the consequences of these choices (for example, helping a learner to recognise that asking for help can result in the positive consequence of improving their academic outcomes).

### 3.1 Seeking & Developing Responsibility

The positive ways in which an individual can seek to develop responsibility for their learning and development reflect the core principles that underpin our school's learning process of making, discovering and performing. These principles also support the development of the life skills and learning habits that will be necessary for young people to be successful in a rapidly changing world (see *MyWays Competency Framework*, above). Please refer to our Behaviour Frames and *A Guide to Our School* for further details (available on our school website).

### 3.2 Lacking Responsibility

The categories for 'Lacking Responsibility' (negative) behaviours are described as follows:

|   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Being absent</li><li>• Being late</li></ul> | <ul style="list-style-type: none"><li>• Disrespectful behaviour/Rudeness (towards student)</li></ul> |
|---|--|

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| <ul style="list-style-type: none"> <li>• Interrupting</li> <li>• Ignoring and/or refusing instructions</li> </ul>  | <ul style="list-style-type: none"> <li>• Disrespectful behaviour/Rudeness (towards adult)</li> <li>• Threatening behaviour (towards student)*</li> <li>• Threatening behaviour (towards adult)*</li> <li>• Physical assault – no injury (to student)*</li> <li>• Physical assault – no injury (to adult)*</li> <li>• Physical assault – injury (to student)*</li> <li>• Physical assault – injury (to adult)*</li> <li>• Fighting*</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• Not completing work (in school)</li> <li>• Not completing work (home learning)</li> </ul>   |  |  |
| <ul style="list-style-type: none"> <li>• Not having required equipment (timetable)</li> <li>• Not having required equipment (dress code)</li> <li>• Not having required equipment (<i>other</i>)</li> <li>• Misuse of equipment (ICT)</li> <li>• Misuse of equipment (<i>other</i>)</li> </ul> | <ul style="list-style-type: none"> <li>• Bullying* (involves any <i>repetition</i> of any of the above, with the <i>intention and/or consequence</i> of hurting another physically and/or emotionally)</li> <li>• Discriminatory abuse* (sub-categories: age, gender, race or ethnicity, religion, disability, sexuality, being transsexual, being pregnant or having a child, being married or in a civil partnership)</li> <li>• Sexual misconduct* (including sexting, grooming)</li> <li>• Behaviour relating to extremism &amp;/or radicalisation*</li> </ul> |  |
| <ul style="list-style-type: none"> <li>• Damage to property*</li> <li>• Theft of property</li> </ul>   |  |  |
| <p><i>Where appropriate, consequences for these behaviours will be put in place when the behaviour takes place OUTSIDE (as well as inside) of school. *Behaviours marked in red MUST be brought to the attention of the Behaviour Lead, Phase Leader or a member of SLT immediately.</i></p>   |  |  |
|  |  |  |

Options for consequences relating to ‘lacking responsibility’ behaviours are described in Appendix 2.

### 3.3 Understanding Difference

Our school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to unhelpful behaviour may be differentiated to cater to the needs of the student.

Where a student exhibits consistently challenging behaviour and/or does not respond positively to initial interventions, we will aim to determine whether there are any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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## 4. Roles and Responsibilities

### 4.1 Governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

### 4.2 Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy. The Deputy Headteacher for developing the school's behaviour Policy, for ensuring that the school environment encourages positive behaviour and for ensuring that staff deal effectively with poor behaviour. The Deputy Headteacher will monitor how staff implement this policy to ensure its consistent application.

### 4.3 Staff

Staff are responsible for:

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

The senior leadership team will support staff in responding to behaviour incidents.

### 4.4 Parents/Carers

Parents are expected to:

- Support their child in adhering to expectations of student behaviour detailed within the school's Behaviour Frames
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Studio teacher/tutor promptly

### 4.5 Students

Students are expected to work to develop their intrinsic responsibility to be self-directed and self-regulated in their learning behaviour, and to consistently meet the requirements for effective studio learning detailed within the relevant Behaviour Frame.

## 5. Working Together

Details of all positive behaviours (where students are seeking responsibility) will be shared with home on a daily basis, through Progresso. The purpose of this is to support and enable helpful conversations between parents/carers and students around what we are aiming to build.

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The Studio teacher/tutor will contact the parents/carers of a student where there is a level of severity in the 'lacking responsibility' behaviour demonstrated (e.g. rudeness, or where there is a level of persistence to the behaviour and more basic consequences are not making a difference). These conversations or meetings may also involve other staff, depending on the context (please refer to relevant Behaviour Frame).

In some circumstances, we may invite parents/carers in to school to work with us to help things improve. If, as a parent/carer you have concerns around your child's behaviour, please know that we want to work with you and support you. The first person to speak to is your child's Studio teacher/tutor. If this is not successful in resolving things, please speak to the relevant Phase Leader (Phase One - Alice Bingham; Phase Two - Jon Merrison; Phase Three - Matthew Bisco; Phase Four - Simon Risdon). The Phase Leaders are supported by Simon Rogerson, our school's Behaviour Lead. If, after this sequence of conversations, the issue has still not been resolved, please talk to Mike Beard, Deputy Headteacher, who has an overall accountability for this area.

## **6. Links to Associated Policies and Other Areas of School Life**

The following areas have clear links to behaviour, and should (where appropriate) be read in conjunction with this Behaviour Policy. Please use the links below to connect to the relevant policy or guidance.

1. [Safeguarding](#)
2. Attendance
3. [PSHE](#)
4. [Anti-Bullying Policy](#)
5. [Equality](#)
6. Positive Handling Policy
7. [Exclusions and Appeals Policy](#)

## **7. Monitoring, Evaluation & Review**

The governing body will review this policy at least every two years and whenever there is a change in legislation or guidance, and assess its implementation and effectiveness. The school will review the policy on an annual basis.

The Deputy Headteacher will report on behaviour to the governing body on a termly basis.

The policy will be promoted and implemented throughout the school.

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## Appendix 1

### Understanding Behaviour - principles underpinning our school's approach

Typically, behaviour in schools is described in terms of 'behaviour management', where the behaviour itself is seen as the issue or difficulty and is the main focus of attention. However, we understand that behaviour is essentially a 'communication' that relates to need; behaviour is the 'flag' (or visible 'tip of the iceberg') that alerts us to what's behind the scenes in terms of learning and development. We may well need to make decisions and take action in the short term to ensure students are safe and able to learn effectively. However, the most important thing is to understand what's underpinning the behaviour in terms of need. The key question is: what needs to be developed so that the unhelpful behaviour is no longer required (rather than the unhelpful behaviour just being prevented from happening)? For example, difficulties in relationships that lead to unkind words and behaviours may result from being unclear about how to make and sustain positive friendships; choosing to bully and cause someone else to feel unsettled may simply reflect that individual not feeling positive or confident about themselves.

While we don't accept any unkind or unhelpful behaviour, we do recognise there's almost always an underlying need - *and a requirement to learn how to do things differently* - that sits behind this. However, change is more effective and sustainable when it's 'owned' and understood by the individual who's needing to make the change. We recognise that a student's willingness to take responsibility for their own learning and development is a key factor in the learning and development process. We're not expecting every student to know *what* to do, or *how* to make the changes that would be helpful. However, we **do** expect them to be prepared to accept their responsibility within this process. A distinctive aspect of our school's learning and development process for every individual is to develop this ***intrinsic, or self-motivated responsibility*** for learning and development. By 'intrinsic responsibility', we mean a student's ability and capacity for *self-direction* and *self-regulation* in their learning behaviour.

### Behaviour as Responsibility

As such, we describe and think about behaviour in terms of **responsibility**. We use the term '**positive behaviour**' to describe ways in which an individual is ***actively (and positively) seeking and developing responsibility***. What can be described as a '**negative behaviour**', we describe as an area for development; an area where the individual is presently ***lacking responsibility***. One purpose of understanding behaviour in this way is to maintain a 'needs based' focus and curiosity; to remind us to recognise behaviour as a communication, and prompting us to look at the learning and development need that sits behind the behaviour.

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## Planning for Change

Our understanding of Human Development recognises the value and necessity of working with others to bring about change. We cannot be completely objective about ourselves all of the time; stepping back to look at how we're 'being' in the world will, inevitably, take us out of that moment of being. And there are times when, due to a lack of experience (or being in a heightened state of emotional arousal), we lack either the understanding or capacity to look at things differently. At times like these, we need others to help provide that critical objectivity for us; to offer the structure and support that enables us to take responsibility for ourselves. This requires trust and belief; a trust that others' will be courageous enough to challenge us compassionately whenever necessary, and belief in ourselves to embrace that challenge and support at a time when we feel most vulnerable.

Making changes in behaviour requires a plan. It is not sufficient for a goal to be described as '*I must not do (something)*'. A goal must be supported by a plan that enables us to do things differently, to create a new habit; Plan B needs to be something quite different to 'not doing Plan A'. This is why any plan – or Learning Map – needs to detail **what it is we're struggling with, what this represents in terms of barriers to learning and/or underlying need, and what (and how) we're going to do things differently**. And all of this has to make sense to the person making these changes. If I can't see and feel why this is relevant to me in my life right now, any strategy or plan just becomes a task. It becomes something else to complete (or not) in a life that can already feel overfull and complicated. **Learning maps must relate to the why, what & how of behaviour.**

## Learning Maps

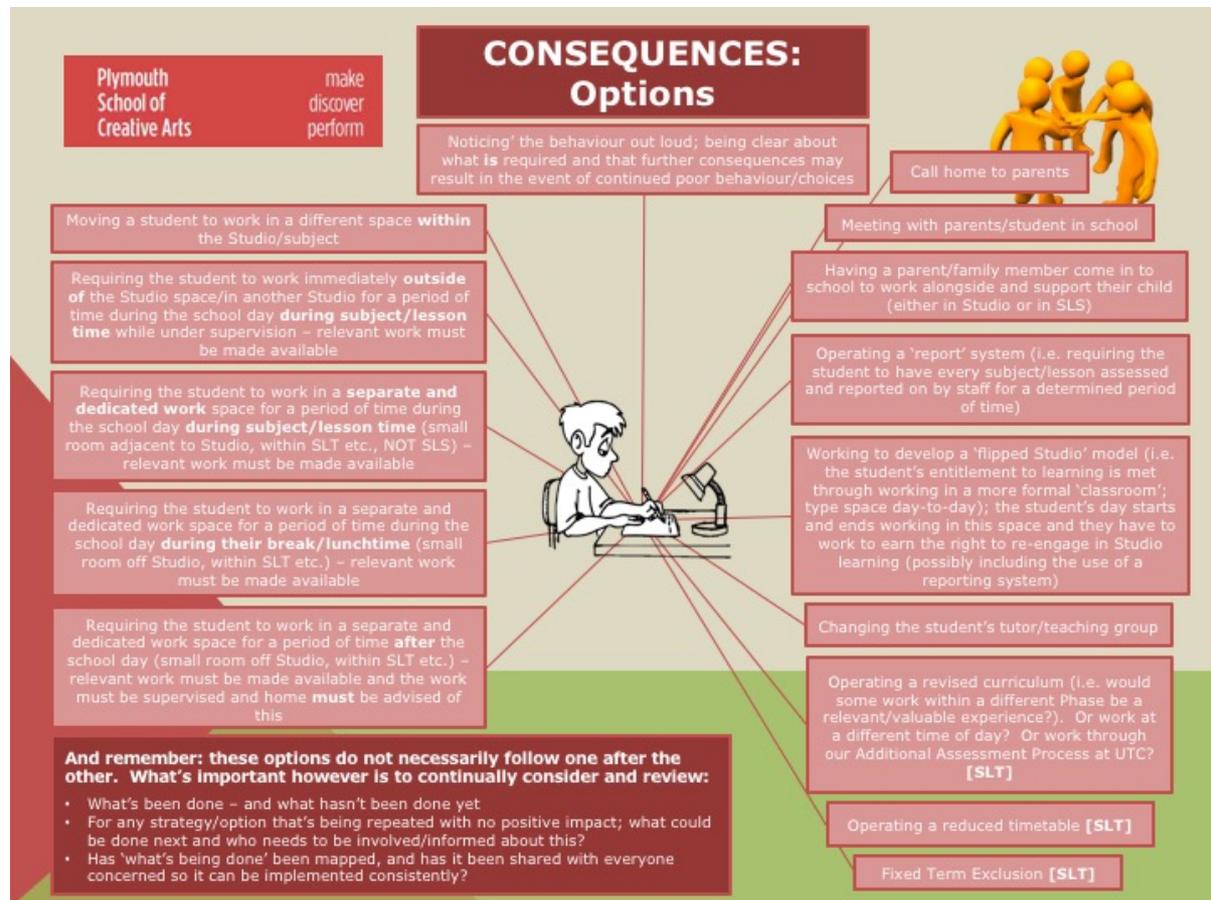
The purpose of Learning Maps is to make visible to the individual (and all those working to support them) **what** it is they're aiming to do differently, **how** they're going to go about that and **why** that's a meaningful change for them. Learning Maps should illustrate the ways in which any individual is able to **remove barriers, increase access** and **create stretch** in their learning and development. They should also make clear to the individual the **consequences** of unhelpful choices. Learning Maps share a common framework and approach *and* at the same time will be (necessarily) 'individual and different'. Learning Maps should reflect and inform the practical development of targets that are distilled and defined within Individual Learning Profiles (ILP's).

**Learning Maps** are relevant for students who are **both seeking or lacking responsibility** in their learning and development. In both cases (as stated previously) the purpose of Learning Maps is to make clear to everyone (and especially the student) **what** it is they're aiming to do differently, **how** they're going to go about that and **why** that's a meaningful change for them.

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## Appendix 2

### Consequences for 'lacking responsibility' behaviours



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