



# Mowbray School

North Yorkshire County Council

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INVESTORS IN PUPILS



Eco-Schools



Living the Olympic  
and Paralympic Values



AUTISM  
ACCREDITATION



SSAT  
Research  
CharterMark  
Extending level



Healthy School

## Statutory BEHAVIOUR POLICY

Mowbray School follows all the legal aspects detailed below, however it is our ***Behaviour Regulation Policy*** on which informs our practice.

## MISSION STATEMENT/ETHOS

**Achieving Success through Understanding, Respect and Endeavour'**

## Document Status

<b>Approval responsibility:</b>	Governing body	<b>Signed:...</b>	Robert Denny PP [Signature]
<b>Date of Policy Approval:</b>	5/11/2020	<b>Date of Policy Review: (annually)</b>	5/11/2021

## Office Use Only:

<b>Date Policy uploaded onto Sharepoint</b>	24/11/2020
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This behaviour policy meets both legal requirements and our approach to behaviour regulation which is set out in our *'Behaviour regulation policy'*

Our Behaviour regulation policy promotes a move away from traditional behaviour management approaches, which place a huge emphasis on rewards and punishments linked to behaviour, towards a more humanist, relational and universal approach, which is inclusive for all, and can benefit the whole school community. Mowbray School incorporates Attachment Aware principles and ensures that the Behaviour Regulation Policy translates into whole school practice. It acknowledges the responsibility held by the Executive Headteacher for looking after the well-being of all members of the school community.

### **1. Aims**

Our principles are based on the following:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication. The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) -which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties –helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.
- Taking a non-judgmental, curious and empathic attitude towards behaviour, we encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- CYP with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

## 2. Legislation and statutory requirements

The school is aware of suggested 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

## 3. Definitions

By the nature of pupils SEND, there are times when pupils find it difficult to regulate their behaviour and will be different for each pupil. We therefore do not define what '***misbehaviour***' is, however dysregulation by pupils can disrupt learning. The range of behaviours presented when a pupil dysregulates can include;

Physical and verbal aggression, directed at pupils or staff.

Self injury

Physical assault, this can include sexual assault.

Compromising their own and others safety

Any form of bullying

Damaging property

Discriminatory behaviour

## 4. 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; and difficult to defend against. Bullying can be; Emotional; Physical; Racial; Sexual; Verbal; and cyber.



## **5. Roles and responsibilities**

### **5.1 The governing board**

The governing board is responsible for reviewing and approving the school's behaviour principles aims as detailed above in paragraph 1. The Teaching, Learning and Pupil Committee will also review this behaviour policy in conjunction with the Executive Headteacher and monitor the policy's effectiveness, holding the Executive Headteacher to account for its implementation.

### **5.2 The Executive Headteacher**

The Executive Headteacher is responsible for reviewing this behaviour policy in conjunction with the Teaching, Learning and Student Well-being Committee, giving due consideration to the school's behaviour principles aims as detailed above in paragraph 1. The Executive Headteacher will also approve this policy.

The Head of School 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 to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for;

- Implementing the behaviour regulation policy
- Modelling positive behaviour
- Providing a personalised approach for pupils based the principles of the behaviour regulation policy
- Recording behaviour incidents through CPOMS
- The senior leadership team will support staff as required.

### **5.4 Parents**

Parents are expected to:

- Support their child
- Inform the school of any changes in circumstances that may affect their child.
- Discuss any behaviour regulation concerns with the class teacher or head of department promptly.

## **6. Pupil code of conduct**

We expect all our pupils to conduct themselves at all times as best they can.

## **7. Behaviour management**

The school's approach is that of self-regulation which is detailed in our Behaviour Regulation Policy.

### **Physical restraint**

Staff are annually trained to use reasonable force, by SECURICARE and will use these techniques as a last resort, to restrain pupils to prevent them from hurting themselves or others; causing disorder and damaging property.

Searching and screening of pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

## **8. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to discuss pupil needs and share relevant information.

## **9. Training**

Our staff are provided with training on Behaviour regulation; attachment awareness; emotion coaching; pupil wellbeing; ASC; and SECURICARE. In addition to this many staff have specialist expertise and other relevant qualifications.

## **10. Monitoring arrangements**

This behaviour policy will be reviewed by the Executive Headteacher and Teaching, Learning and Student Well-being committee every year. At each review, the policy will be approved by the Executive Headteacher.

## **11. Links with other policies**

This behaviour policy is linked to the following policies:

- Behaviour Regulation Policy
- Exclusions policy
- Safeguarding policy

