



St Hugh's School

Parent Friendly Policy

Positive Intervention Support Policy/ Behaviour Policy

The aim of this policy is to promote good role models and relationships so that people can work together to help everyone learn.

Everyone has the right to feel valued and respected and treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. We work together in a supportive way and aim to promote an environment where everyone feels valued, happy, safe and secure.

We focus on promoting a solution focused approach to positive, child centred behaviour management and clear systems of structures, routines, rewards and sanctions relevant to the individual, enabling them to create a safe and inclusive learning environment.

At St Hugh's we aim to:

- > Promote a high standard of behaviour.
- > Promote among pupils self-discipline, regard for authority and acceptance of taking responsibility for their own actions.
- > Create and maintain a positive, safe school climate where effective learning can take place, to enable all students to grow academically, socially and emotionally with respect for others, their own belongings and the school environment.

- › Promote emotional wellbeing - through the teaching of recognising emotions, how they affect our behaviour, understanding the triggers to our behaviours and strategies to use if students are feeling unable to cope
- › Supporting the sensory needs of our students - that may cause challenges in their behaviour

We promote this by:

- › Clear and achievable expectations are understood and accepted by students which define the limits of acceptable and unacceptable behaviour.
- › Creating and maintaining a calm pleasant school atmosphere which is consistent and caring to support students achieving their full potential
- › The choice to behave responsibly is given to the student
- › Students are provided with good role models
- › Students understand the consequences of unacceptable behaviour and are given chances to make good choices. If they do not choose a good choice the consequences are applied within school in a calm and consistent manner.

St Hugh's understands that some students need to discover the boundaries and test them. Some students with complex needs will need to be positively re-directed and taught specific acceptable routines. It is vital for the boundaries to be clear and consistent and we believe that the way to reduce challenging behaviour is to promote positives attitudes and good role models.

Strategies for Promoting a Positive Ethos

- Ensure students feel a sense of belonging by providing a warm and friendly environment
- Ensure that each student feels valued, has self-worth and feels safe
- Ensuring all students are equipped with aids to enhance their learning e.g. use of symbols, pictures, photographs, electronic aids.
- Personalised programmes and allocated work stations are provided where necessary
- All students are taught CALL (up to KS4) / PSHE which develops self-esteem, self- control and social skills
- All students and staff adhere to the School Code of Conduct
- Relevant rewards are given for individual behaviour, attendance and behaviour.
- Inform home regularly via school journal/telephone calls / texts / e-mails
- Some students need an PHP (personal Handling Plan) /management and handling strategy plan, these are shared with parents/carers and all staff involved with the student to ensure everybody is working together to meet the needs of the student
- School will work together with a variety of agencies e.g. Inclusion Attendance officer, Children Services, Educational psychologist, CAHMS learning disability team, school doctor, school nurse, speech therapist, life coach, play therapist, PCSO, FAST / Parent workers, together with key staff in school to meet the needs of our students - possibly where applicable through the Early Help process

Consequences used at St Hugh's

De-escalation techniques

Loss of break/lunchtime

White slip/consequence slip

Telephone call to parents/carers to inform them and seek support

PHP (Personal Handling plan) - parents are consulted prior to this being written

Report - daily/weekly

Working in isolation / or at a different venue with staff supporting

Behaviour contract

Exclusion

Rewards used at St Hugh's

Individual merits -full merit card = reward, non-uniform day or a dip in the tin or reading the buses over the tannoy system

Receiving certificate in assembly on completion of first and every ten merit cards

Team base reward - student of the week

Telephone call/notes home to inform parents/carers of good behaviour

Curriculum praise postcards

Reward time earned at the end of the day

Receiving a raffle ticket for each full merit card - drawn half termly for KS3, KS4 & KS5

Becoming a Student Support Mentor or member of the school council

Everyone involved in St Hugh's takes responsibility for the management of positive interaction of each and every student paying particular attention to the diverse needs of some of the more complex students and behaviours associated specifically with their condition.

This can be achieved by being supportive to one another, working together with parents and agencies and providing positive role models to ensure that all students have a clear understanding of what is acceptable and unacceptable behaviour and their choices.