

ST HUGH'S BEHAVIOUR POLICY 01/15

"The most effective schools seem to be those which have created a positive atmosphere based on a sense of community and shared values" – Elton Report.

The Purpose of the Policy

The purpose of a Behaviour Policy is to improve and maintain acceptable behaviour. It is a point of reference which can be used by staff to establish and implement a solution-focused approach to positive, child-centred behaviour management and clear systems of rewards and sanctions, **relevant to the individual**, enabling them to create a safe and inclusive learning environment.

In implementing the Behaviour Policy we must be clear that each student is valued and that it is the anti-social behaviour being addressed and not the student.

Introduction

Reducing challenging/non-compliant behaviour is a realistic concept, eliminating it completely is not. Children have a need to discover where the boundaries of acceptable behaviour lie and it is natural for some to test them. It is vital for these boundaries to be clearly established and the school's response to be consistent, so that the students are not in any doubt as to what is and what is not acceptable behaviour. **It must be understood that our students do not enter the education system from the position of a level playing field and as there is no baseline assessment of previous and present life experiences and living conditions, will therefore need to be treated as individuals.** We believe that we will reduce challenging behaviour by promoting positive attitudes, with members of the school community adhering to a sensible and fully understood code of conduct.

At St Hugh's we aim to provide a safe, happy and stimulating environment where each child is able to reach his/her potential.

At St Hugh's we aim to promote an ethos of inclusive practice by striving to ensure that:

- everyone is made to feel welcome.
- students help each other and feel that their views are valued.
- staff collaborate with each other.
- staff and students treat each other with respect.
- there is a partnership between staff, parents and governors.
- local communities and relevant educational establishments are involved with the school.

Our Strategies for Promoting a Positive and Inclusive Ethos

In order to give the students a sense of belonging, it is important to provide a warm, friendly environment, which students regard as their own. Those with limited literacy / communication skills have the security of accessing information by the use of symbols or pictures and photographs supporting the written word. Individual timetables and workstations are provided in some cases to aid independence and foster increasingly higher levels of concentration.

Representatives from each team are elected annually to serve on the School Council to provide a democratic sounding board for individual views.

Personal and Social Education is timetabled weekly, during which students are taught to develop self esteem, self control and social skills, including the use of appropriate self - expression and anger-management.

Each team displays guidance on appropriate and acceptable behaviour – negotiated with the students in line with the IIP guidelines (Investors in Pupils) at the beginning of the year. The rules are worded positively and should be referred to frequently by staff to promote and reinforce good behaviour.

Students have their own team Notice Board, on which they can display appropriate material of their own choosing.

Guidance for good behaviour at Break and Lunchtimes are also displayed and appropriate rewards given. Year 11 students have the facility of a social common room in which they are trusted to spend Breaks in a sensible manner.

Tangible rewards are earned for efforts to maintain and improve good behaviour in the form of praise, stickers, merits, certificates and a choice of activities for allocated reward time for some students. Teaching staff and others working with our students should ensure that every effort is made to maintain a sense of dignity and self-respect.

Parents and carers and all those working with a child having an Individual Behaviour Plan need to be fully aware of the strategies in order to provide every possible means of support.

Promoting Acceptable Behaviour

To promote a solution–focused approach, promoting acceptable behaviour, staff should seek to ;

- devise a child centred carefully differentiated curriculum
- consider the pace of lessons and the appropriateness of materials
- provide a range of exciting and worthwhile rewards for good behaviour
- deliver active, practical lessons whenever possible, making good use of expertise and creativity
- analyse their practices, seeing differences as opportunities for learning – students who do not “fit in” can be accommodated and made to feel accepted
- scrutinise barriers to participation, taking care that the ‘messages’ given suggest that students’ views are valued
- have realistic expectations of each pupil – some may need short periods of suitably differentiated work/personalised programmes followed by a diversion or negotiated reward in order to avoid confrontation
- recognise potential disruption and aim to ‘head it off’ by skilful positive comments, humour or change of position
- develop a language of practice, sharing common educational values, referring and collaborating with each other in a non-judgemental way, spending time in each others’ classrooms and discussing handling strategies.

The purpose of education is to;

- disseminate knowledge and teach learning skills
- teach practical skills
- create a common cultural heritage and aesthetic/spiritual awareness (SMSC, Modern Britain agenda)
- foster political awareness, parenting skills and an understanding of meritocracy
- promote social skills, showing tolerance towards others and demonstrating how to contribute to society
- meet the needs of employers (WRL)
- help people to behave acceptably and act within basic laws, realising the consequences of their own actions

Students 'opting out'

For students with behavioural difficulties, educating their behaviour is as important, or more so, than educating the academic. People behave anti-socially for a variety of reasons including:-

- lack of understanding
- personal well-being (eg hunger, discomfort)
- boredom
- retaliation
- frustration
- not sharing school goals, aspirations or values
- not seeing the relevance
- not getting anything out of it
- being totally preoccupied with complex family or personal / mental health problems

Addressing the issues

Some of the issues can be addressed at a system level by;

- modifying curriculum and delivery
- getting policies right
- changing staff attitudes
- consulting with and accommodating student opinions
- realigning perceptions of how we are preparing our students for adult life
- contacting outside agencies
- working closely with parents/carers
- bespoke intervention plans to address individual needs

The Challenge

Having addressed all these possible issues and implemented the above strategies, there will still be a small number of students who will not be accommodated by the system.

These fall into two rough categories;

- those whose behaviour is consistent, logical and understandable by their background values
- those who are not generally able to control their behaviour.

Various support agencies are contacted and the Parents/Carers are asked to attend a formal meeting (EH, CIN, CP meetings) which could also include the Social Worker, Educational Psychologist or other relevant contact. An Individual Behaviour Support Family Plan/Management Plan is agreed and reviewed after a specified period of time.

After exploring every possible avenue of support for the child and the family, then the Headteacher needs to decide, along with all those involved with the child, the best course of action. It is important that detailed records of behaviour are kept as evidence to support any decision made. As a last resort, permanent exclusion is decided upon, based on formal guidelines given by the Government and with the approval of the Chair of Governors of the school. The Authority Education Officers are involved in this procedure and are responsible for the subsequent arrangements for the education of the child.

Positive 'Crisis' Behavioural Management Strategies

'Staff need to know what they are expected to do when faced with a control loss situation, where diffusion and de-escalation skills have not worked and where the child is likely to attack them, or another child, or self-injure or seriously damage property. They can use techniques and methods that are supported by the Co-ordinators and that provide the minimum possible risk of injury to both staff and children'. (See Team-Teach Approach document)

Most staff at St Hugh's have been involved in some form of training involving Restraint Procedures.

Regular updates/team teach training is regularly visited throughout the year to keep staff training up to date.

Due to the volatile nature of some students it may be necessary, in the absolute last resort, to restrain them physically or move a student to a safe place. If staff feel capable and confident with these procedures they may need to use the techniques taught to help the child to regain composure and reduce the risk of harm. The message behind the intervention should be, 'I care enough about you not to let you be out of control.'

A member of staff usually requires support, space, reassurance and guidance following a physical restraint or violent occurrence and incidents are carefully logged to protect everyone involved.

All restraints should be logged (on a "pinky") and put in the Restraint File in the office and a detailed account written on a Restraint Form (See Appendices).

Code of Conduct for students

The ethos of the school is encompassed in the Code of Conduct which is displayed in each Classroom. (See appendices)

We encourage students to make every attempt to follow common sense rules which will result in students being rewarded by stickers, tick charts, merits and chosen activities – non-uniform for most students on a Friday.

Students not earning all of their reward minutes are required to make up the work they have missed. For some students periods of internal exclusion on the school premises may be a course of action to adopt.

Classroom Expectations

Team rules are negotiated and shared with all staff each year and displayed with accompanying symbols. All staff working with the team should be aware of these and follow them to ensure continuity. Students should be encouraged and reminded to behave in an acceptable manner so that teaching and learning can take place.

It must be remembered that St Hugh's is a **Special School** and that the students have been deemed unable to cope with a mainstream curriculum for the present, therefore the content and length of lessons and activities should vary according to the needs of the child. Some children will need very short tasks well within their capability, followed by a change of activity. Others may require the facility of a quiet workstation, void of distractions, at which they perform set tasks with the aid of a visual timetable or adult supervision.

Ordinary day-to-day behavioural problems are dealt with as they arise and students are given the necessary encouragement to follow a gentle reminder. An Individual Behaviour Plan is devised for students where normal Classroom procedures are not working. Parents and other agencies involved with the child are invited to a meeting to discuss strategies and support systems. These are circulated to all staff teaching the class regularly and supply staff are made aware of them. The IBP indicates how these particular students can be helped to take part in the lessons to which they are entitled and every effort should be made to follow them. It must be remembered that some disabilities are less sympathetically considered than others. Therefore students with emotional/behavioural difficulties and autistic spectrum disorders are as equally entitled to receive a modified curriculum as someone with a hearing loss or any other physical or learning disability and their needs must be catered for accordingly.

All team base staff receive a behaviour prompt sheet with clearly defined steps to follow, to build up a portfolio of evidence to support further intervention being adopted.

Breaktime expectations

Students to be reminded to:

- go to toilet before break
- walk onto the playground with the teacher/teaching assistant
- respect others when playing games and keep their hands and feet to themselves
- refer problems to staff
- stand still on the playground when the whistle blows and wait in silence for instructions
- walk into school sensibly (Staff to ensure prompt arrival onto playground to meet the class and walk in with them)

All of our students are encouraged to interact in a socially acceptable manner. This is a skill which needs to be taught, the same as any other, therefore staff on duty need to involve themselves actively in games and activities, which will foster positive relationships and include isolated individuals needing friendship and enjoyment. Some students find large, active groups difficult to deal with and need personal space on the perimeter of the yard in order to remain calm. Staff may attempt to involve them but must also respect their personal choice. All students are expected to spend their breaks in an age-appropriate manner, although many of them still need guidance and direction on how to interact with their peers.

Incidents of bullying on the playground are regarded as serious and are recorded on an incident sheet. Again, some students may need separate arrangements.

Year 11 students have the facility of a social room in which they are entrusted to spend breaks in a sensible manner.

Students displaying unacceptable behaviour on the playground will be withdrawn from the yard and picked up by SLT to reflect on their actions and, when calm, discuss alternative ways of behaving / reacting.

Lunchtime Behaviour

A separate reward/sanction system is in place which complements the daily school procedures. Teaching Assistants – Lunchtime meet daily for an update from the TA3 in charge of lunchtime duties/Head and/or Senior Teaching Assistant. All students are expected to behave respectfully towards Lunchtime Teaching Assistants, who will encourage them to speak quietly at the table and show good manners.

KS3 students have their lunch in the first sitting, Lunchtime Teaching Assistants are allocated a class group and go firstly to the class base to support hand washing/preparation. Students are then expected to walk quietly to their allocated tables. After eating, the supervisors ask students to leave the table and join a lunchtime club or out onto the yard.

KS4 students continue with their curriculum lessons until 12:40pm when they are escorted to lunch via the toilets to wash hands and prepare.

KS4 have lessons which run over the lunch period; however KS3 are directed to lunch clubs of their choice, each term students choose a different club.

There is a lunchtime incident form (white), which is filled in by the Lunchtime Teaching Assistant and passed to the Teambase teacher if an incident cannot be resolved satisfactorily. The Co-ordinator on duty is available in emergencies. A record book is kept in the staffroom for comments by Lunchtime Teaching Assistants to be passed on and initialled by teaching staff.

Behaviour on school transport

(See LA Code of Conduct for Behaviour on School Transport)

- Parents and students to sign an agreement on induction into school on acceptable standards of behaviour on minibuses and taxis.
- A member of staff is on duty am and pm to monitor behaviour and support the transport escorts. If students are not behaving in an appropriate manner, parents are informed and a Bus Behaviour Report chart is set up to record progress (via the transport department in conjunction with discussions with school staff).

Home/School Agreement

(See Home/School Policy)

The role of the parents/carer is considered to be most crucial and influential to the well-being/behaviour of our students. Parents/carers are consulted at every step of the development of a student's behaviour management/progress, via phone calls/home/school diary/individual meetings. (See Annual Review Parent Advice Sheet, Individual Behaviour Plans and Individual Education Plans.)

Parents are also asked from time to time to complete a questionnaire regarding their opinions about the school.

We hope that parents will:

- be involved and support us in helping to meet our school aims.
- feel confident that everything is being done for their child to make sure that they are happy and safe at school.
- be informed about and fully involved in every aspect of their child's school life.
- attend Parents' Meetings and to be aware of their entitlement to be either nominated as a Parent Governor or volunteer to be on the committee of 'Friends Of St Hugh's'
- feel welcome at FOSH events or volunteer to help in school (subject to the usual DBS vetting procedure).

Given that many of our parents have difficulties with transport, every effort will be made to enable them to attend meetings.

Home/School books, Journals and general information are regularly sent home and reply slips signed by parents are recorded and/or filed.

Role of the Headteacher and Deputy/Assistant Head Teachers

The ethos of the school is influenced firstly by the Headteacher, who gives a clear sense of direction and transmits high expectations to staff and students, promoting positive behaviour by supporting staff with pupil rewards and sanctions, making it clear to the school community what is expected of them.

The Headteacher and Senior Leadership Team are responsible for implementing overseeing and monitoring the positive behaviour systems linked to the curriculum and to the targets set in the School Improvement Plan.

They ensure regular analysis of non-compliant behaviour and review of procedures/plans/curriculum delivery for students needing a revised IBP and specify criteria and responsibilities for referral to support services.

They establish support for teachers including Health & Safety issues and counselling following violence/restraint of students and implement a comprehensive training package to enable staff to be aware and keep abreast of new initiatives in behaviour management, ensuring that the appropriate guidelines are followed when, as a result of an incident of a more serious nature, a student is excluded. (See Government / LA guidelines)

More information for new TA's can be found in the teaching assistant induction booklet/ new staff induction process.

The role of the Teambase teacher and Support Staff

- From the moment a student joins our school community, the Teambase Teacher is responsible for promoting, rewarding and recording good behaviour and keeping a keen eye on personal relationships with adults and peers.
- After every school holiday the Teambase teacher reminds the students of the Code of Behaviour expected and of the rewards for good behaviour.
- Every 12 weeks each child has an individual session with the teacher to share Personal and Social issues and set targets on an Individual Education Plan pro forma which is shared with parents.
- Support staff log incidents and keep merit reward systems up to date.
- Each class has a weekly PSE/Circle Time session during which time is given to teach appropriate personal and group behaviour (discuss thought of the week)
- The Teambase Teacher regularly informs colleagues of concerns and support strategies at morning updates.
- Careful logging of areas of concern and parental/agency contacts are vital to protect the interests and well-being of the child and members of staff and the Child Protection Co-ordinator and Co-ordinators are informed immediately of CP issues.
- The Teambase Teacher is responsible for providing a stimulating, caring environment for students and ensuring that a **POSITIVE** ethos prevails.
- Support staff encourage and promote these positive values providing consistency between teams and subjects, whilst allowing for individual teaching styles across the school.

The involvement of support services

Should a student be in need of outside support, contact is made with:

- Education Welfare Officer – in circumstances relating to home/parental support issues
- Educational Psychologist – relating to Educational/Learning/Behavioural modification programmes
- Community Team for Learning Disabilities – if students and/or their parents need particular help with problems of a learning disability or mental health issues
- The school Paediatrician who runs weekly clinics at the school to monitor health and developmental issues. (Staff refer students to the doctor as necessary)
- Speech Therapy for Communication difficulties
- A trained Counsellor (play therapist) who is employed to work with some adolescents experiencing difficulties with self-esteem
- Community police – re issues regarding Public safety and the Law.
- Drumming/Gardening therapy – to support self-esteem/anger issues
- Life Coach – to help students focus on solution focussed approaches to issues they may be facing and long term goals
- HAT (horse assisted therapy) – to support students with communication/confidence issues

Tackling Bullying, Racism, Sexism

(See LA Guidelines and Policies and PSHE Schemes of work.)

Bullying is: 'deliberate and hurtful behaviour which is repeated often over a period of time. It is difficult for those being bullied to defend themselves'.

Bullying can take many forms but the three main types are:

physical – hitting, kicking, pushing, inappropriate touching, taking belongings

verbal – name calling, insulting, racist or sexist/homophobic remarks

indirect – spreading unkind stories, excluding someone from social groups, gestures.

Bullying at St Hugh's will not be tolerated and parents/carers will be informed by letter should any incidents occur. Contact with the LA's Anti-bullying Team will be made as necessary, to provide support and advice to both staff and students. All Staff are vigilant in detecting incidents of bullying. These are recorded on a white 'Incident' sheet and passed to Senior staff who monitor the behaviour. These records are filed in the Students' personal files. Positive reward systems are introduced to modify the bullying behaviour and interim measures taken to avoid confrontation/opportunities eg separate breaks, alternative activities.

PSHE Sessions are timetabled to take place in all classes and these involve team-building and positive strategies for increasing self-esteem.

Role of Governors/LA

The role of Governors at St Hugh's is to oversee and be supportive to the management of behaviour in school. They are responsible for the Health and Safety of the Students and Employees in the school and for monitoring the targets set out in the School Development Plan.

They will be fully informed of matters concerning behaviour, being able to take a full and active role in ensuring that this Policy is effectively implemented.

The Chair of Governors is responsible for liaison with the Head teacher on matters of an urgent nature, such as exclusions and strict guidelines are in place to be followed in these cases.

The LA is responsible for;

- providing information and advice to schools on legislation and national policies
- guidance and training on Child Protection
- training and support for Staff and Governors
- training and guidance on IEPs, IBPs and Curriculum
- implementing recommendations on Annual Reviews / Education Health Care Plans and other statutory responsibilities
- the provision of support services eg EWO, Ed Psych, Pupil Referral Units, Behaviour Support Service, CTLD and School Medical Services.
- advice and support on matters of an extreme nature, by the SEN officers
- Health and Safety in schools and other settings.
- Supporting financial requests for students requiring extra support

Conclusion

Everyone involved in the life of St Hugh's School should take responsibility for behaviour management by being supportive of one another, providing positive role models and by a clear understanding that we disapprove of the unacceptable behaviour but **not** the child.

St Hugh's has developed strategies and policies that make the education process all-inclusive. If staff, students, parents and those involved with the school feel completely at home with the ethos of our environment, then we will have played an important part in raising self-esteem and preparing our young people for inclusion into society.