

# Behaviour Policy

## THE HUB SCHOOL



Transforming Lives

<b>Policy Owner:</b>	Head of School	
<b>Approved by:</b>	CSCM/Martin Green (Chair)	<b>Date:</b> 04/07/2018
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## 1. Our Values

### **We believe in a holistic approach to education because:**

- The effective development of social and emotional skills as well as academic skills is essential for young people to become successful citizens.
- Social and emotional skills, like academic skills, need to be explicitly taught and nurtured.
- Young people need access to a wide range of opportunities and experiences to develop their social, emotional skills and promote their self-confidence, self-esteem and aspirations.

### **We believe that education should be highly personalised to the individual needs of pupils because:**

- Every young person is unique and complex. They have their own personalities, personal circumstances, experiences, interests, aspirations; abilities and barriers to learning.
- To maximise engagement and accelerate social, emotional and academic progress, learning programmes need to recognise all of the above and be designed around the individual person.

### **We believe that education should provide pupils with high quality academic learning opportunities because:**

- The acquisition of good literacy and numeracy skills and GCSEs in English and Maths are absolutely essential to success in education and life.
- The acquisition of a range of GCSEs and GCSE equivalent qualifications is essential to young people's self-esteem and their progression onto post 16 qualifications and employment.

### **We believe that education should provide pupils with high quality vocational learning opportunities because Vocational Learning enables pupils to:**

- raise their achievement and accreditation rates
- enhance their practical skills and knowledge
- engage in learning that is directly relevant to the world of work
- interact better within the adult community, thus increasing their opportunities within FE and the labour market
- progress successfully onto post-16 opportunities as pathways are already established

## **We believe that supporting parents/carers to engage with their children's learning is essential because:**

- The attitudes and aspirations of parents/carers impact on that of their children and therefore on their children's success at school and in later life.
- Children spend significantly more time at home than at school. Schools therefore need to work closely with parents/carers to develop a shared approach to educating and supporting young people;

## **2. Behaviour Policy**

### **Aims**

The aims of this policy are to:

- To set out the various responsibilities of staff and pupils
- To emphasise The Hub School's commitment to embedding a nurturing ethos across the setting
- Instill a sense of self-worth and value in every pupil
- Encourage, challenge and support every pupil to achieve his or her potential

To outline the various strategies, rewards and sanctions that are used to promote positive behavior

### **Statement of Policy**

All staff will endeavour to provide a nurturing learning and social education for pupils. Staff will communicate with pupils in a manner that promotes self-awareness, self-regulation of feelings and an acceptance of accountability. Staff will aim to provide pupils with the necessary social, academic and communication skills to lead a successful and enjoyable life.

### **Statement of Policy Review**

The Hub School governance has agreed that this policy will be reviewed on a yearly basis. The next 'Period of Review' will be **June 2019**.

## **3. Introduction**

The Hub School is committed to removing barriers to learning by providing an environment in which every pupil can safely access all the learning opportunities provided by the school and in which effective teaching and learning can take place.

This policy determines the boundaries of what is acceptable behaviour, outlines how those boundaries will be fairly and consistently applied and describes the system of rewards and sanctions related to acceptable and unacceptable behaviour.

Every pupil has a positive Handling Plan (PHP). This recognises the specific needs and therefore strategies appropriate to their SEND. These are reviewed half termly and after any significant incident.

## 4. Key Message

The Behaviour Policy is only one aspect of increasing pupil motivation. High quality teaching and learning, a relevant curriculum, an inclusive and supportive emotional literacy intervention programme embedded throughout the curriculum, and effective communication with parents are also essential.

The success of the Behaviour Policy relies on professionalism and fairness.

### 4.1 Professionalism

The school has equal expectations and aspirations for all pupils. Well planned, interesting and challenging lessons engage pupils. Good classroom management and a calm and sensitive approach to pupils who are known to be 'challenging' or who have difficult home circumstances will help to minimise problems. All staff are expected to 'nurture' the positives aspects of the pupil's behaviour and character, and offer support to rectify the negative.

### 4.2 Fairness

Everyone must use rewards and sanctions fairly. Staff are encouraged to use their professional judgement to determine the appropriate action for any given situation. This is based on the premise that staff are best placed to make the decision based on their prior knowledge of the pupil e.g. past incidents, pupil responses, external factors etc. Staff are encouraged to promote the ethos to pupils that everyone has differing needs and what is appropriate for one pupil may not be for another. This approach also supports the pupil's development of empathic skills and reinforces a sense of security for the pupil, assuring them that they will be supported as an individual if the need arises.

## 5. Expectations for Behaviour

### 5.1 Staff:

- Staff will speak to pupils in a respectful manner
- Staff will role-model empathy, tolerance and compassion
- Staff will be friendly and make pupils feel welcome
- Staff will apply sanctions fairly and ensure pupils understand the reasons why any sanctions have been imposed
- Staff will employ a Restorative Practice approach to resolve disputes
- Staff will plan engaging and relevant lessons
- Staff will differentiate to accommodate different learning needs

### 5.2 Pupils:

- Pupils will wear the agreed uniform
- Pupils will engage in the learning or discuss the reason/s for the barrier
- Pupils will co-operate to engage with emotional wellbeing sessions
- Pupils will respect themselves, others and the environment
- Pupils will take responsibility for their actions
- Pupils will not use racist, homophobic or sexist language

### 5.3 Rules:

The following rules are displayed in every classroom. This resource serves as a visual reminder of expected behaviour for pupils and is also a useful tool for staff to refer to as discussion points. These reminders are discussed regularly throughout the school day but at the very least during the morning check-in session and the end of day check-out session.

1. We will try to do our best all of the time

2. We will hand in to staff all requested items for example phones, iPods, e-cigs and any other items requested
3. We will treat others with respect
  - We will have good manners – use please and thank you
  - We will use polite language – no swearing
  - We will ask for help politely – no shouting out
  - We will listen when others are talking – no interrupting
  - We will accept what adults say without answering back or arguing
4. We will try and use the toilet before lessons, during break and at lunch time and so avoid disrupting lessons
5. We will enter classrooms quietly and orderly, and remain throughout the lesson
6. We will get ready for work quickly and without fussing
7. We will sit where are directed or told to by the adults
8. We will respect equipment, furniture and resources – no damage
9. We will leave the classroom tidy and quietly
10. We will move around the school quietly and orderly to avoid disrupting others

#### **5.4 Uniform**

- If a pupil arrives to the school and is not in uniform, if appropriate, an identified member of staff will contact home to attempt to resolve the issue.
- Parents/carers will be informed that the pupil is not in the correct uniform and will be asked to ensure the issue is resolved by the next school day.
- If the pupil persistently wears incorrect clothing, the issues will be referred to SLT.
- Staff are able to provide spare items of uniform at their discretion but this will only be in exceptional circumstances

#### **5.5 Punctuality/Attendance**

Currently, all pupils are transported to school and therefore, punctuality is not an area of concern for The Hub School. However, if concerns do develop, it will be reported to SLT and staff will record their concerns on SIMs.

The staff will refer concerns regarding attendance to SLT and if appropriate, the Attendance & Wellbeing Officer.

##### **Sanctions**

- contact home via tutor
- parental meetings
- EWO referral
- Home - school contract

##### **Rewards**

- Recognition from staff and peers during check-ins and check-outs
- Certificates during celebration assemblies
- Daily points awarded towards the positive behaviour system

## **6. Recognition and Rewards**

The behaviour policy reflects The Hub School's ethos that all pupils are equal. The positive aspects of a pupil's behaviour are emphasised in an attempt to raise the pupil's self-esteem and embed a positive outlook. Achievements will be praised and recognised at every opportunity and staff will actively look for positives within the pupil's behaviour. The following rewards are used at The Hub:

- Verbal praise

- Stickers, certificates and post cards
- Positive letters sent home
- Positive phone call to parents/carers
- Points awarded as part of the positive behaviour management system
- Reward trips based on pupil points score
- Half termly reward trips
- Prizes awarded at the discretion of individual staff e.g. sweets, chocolate, stationary items etc.

## 6.1 Points system

All pupils are able to earn points and this is recorded on daily record sheets. In consultation with their teacher, during the morning check-in session, pupils develop daily targets for learning and behaviour. This is then reviewed at the end of the day and pupils are encouraged to reflect on what went well and what they could improve to be successful the next day. Pupils celebrate their successes with their peers.

Points are awarded for learning, behaviour and expectations for both lessons and unstructured times. Points are calculated and pupils can earn participation in the enrichment activity for that week.

Pupils are also awarded bonus points for exceptional behaviour i.e. going over and above what is expected such as volunteering to help in some way. When a pupil earns 50 bonus points they are awarded a £5 voucher. This offers special recognition of those skills that make not just a 'good' citizen, but also a 'good' person. It promotes kindness, compassion and consideration of others.

## 7. Barriers to Learning

Barriers to learning include:

- Entering the learning environment unready to learn;
- Preventing others from managing distractions;
- Allowing frustrations to damage learning;
- Adopting ideas, attitudes and behaviour inappropriate for a learning environment, in particular, contempt or disrespect for others' opinions, beliefs, background, race, religion, gender or sexual orientation; and
- Spoiling or regularly detracting from team learning.

### 7.1 Dealing with Barriers to Learning

On identifying a barrier to learning, the staff member present will use 'language for behaviour' with the pupil concerned to describe the specific behaviour. At any time staff need to remain aware of the additional and significant needs of **all** pupils. Staff need to recognise the difference between a child in crisis and a child presenting challenging behaviours for other reasons. Recognition must be given that children and young people often need space and time to calm and manage their emotional responses. Staff need to remain calm and professional at all times, being self-aware and asking for assistance as necessary. Staff are trained to use clear and precise language which focuses on the positive actions of the pupil. The intention is to emphasise what the pupil is capable of achieving rather than the negative behaviour. It also helps to build relationships between staff and pupils that are based on mutual respect and trust.

If the advice given is acted upon within a reasonable time and a good choice is made, the member of staff will praise the pupil appropriately. At this stage, a short conversation to 'unpick' the situation will happen earliest possible opportunity. The aim of the session will be to help the pupil focus on how to make positive choices in the future, and build the pupil's emotional literacy skills.

If that advice is not acted upon within a reasonable time or it is not appropriate for the pupil to be offered further opportunities to modify their behaviour, the pupil may be removed from the classroom. This is an opportunity for the pupil to reflect and after a 'cooling off' period, discuss the incident. Again, this process focuses on building the pupil's social and emotional skills, emotional literacy skills and supports the pupil to develop coping strategies to deal with future similar situations in a more appropriate way. If the pupil can articulate how their behaviour will change and show a willingness to put matters right, the member of staff will make a judgement about returning the pupil to their proper lesson.

If the pupil remains unresponsive to the intervention, a member of the Senior Leadership Team will be informed and a decision will be made based on specific circumstances of the situation and the individual needs of the pupil.

Parents and/or carers will be informed about the incident and strategies to support the development of the pupil's emotional literacy will be discussed.

If a pupil continues to put up barriers to learning whilst in such a session, they will be referred to a member of the senior leadership team to consider alternative actions which may result in a parent contract, home education or a fixed term exclusion.

## **7.2 Sanctions**

The following sanctions are utilised as part of the behaviour modification intervention programme at The Hub:

- removal from the group/class or particular lesson
- withdrawal of 'golden time' privileges
- detention
- withholding participation in educational visits or sports events which are not essential to the curriculum
- completion of work or extra work
- carrying out a useful task in the school
- fixed term exclusion
- permanent exclusion

## **7.3 Monitoring, Evaluation and Review**

The following systems are used to record behaviour and progress:

SIMS

Daily record sheets

Parental record sheets detailing the level of behaviour

Serious incident record

The Head of School will monitor adherence to this behaviour policy through regular meetings, reviewing individual cases with Senior Staff members and each term, evaluate its effectiveness in supporting organisational strategy and objectives.

## **7.4 Serious misconduct**

Incidents of serious misconduct will immediately be brought to the attention of the Head to consider what action should be taken. Whether or not the reported circumstances amount to serious misconduct will be a matter for the Head's professional judgement, as will the relevance of any sanction to be imposed. Criminal acts will be reported to the police.

**Serious Misconduct includes, but is not limited to:**

- Physical violence or assault against a fellow pupil or staff member;

- Threats of violence or assault against a fellow pupil or staff member
- Foul or abusive language towards a staff member
- Bullying against a fellow pupil
- Theft on school premises
- Serious damage to school property
- Refusing school discipline; and
- Deliberately presenting a Health and Safety risk, whether to themselves, fellow pupils or staff members.

## **8. Exclusions**

The Hub will use exclusion (fixed term or permanent) only as a last resort.

The Executive Head and The Head of School will have responsibility for exclusions. If either of these are not available, SLT will take on the responsibility. The Executive Head and Head of school should as far as possible avoid permanently excluding any pupil with EHCP or LAC.

Before deciding to exclude a pupil the Head will:

- ensure that an appropriate investigation has been conducted
- ensure that all the relevant evidence has been considered
- give the pupil an opportunity to be heard
- consult other relevant people if necessary

Having considered these matters, the Head will make a decision based normally on the balance of probability, having regard to any current guidance from the DCSF

### **8.1 Fixed Term Exclusion**

The Executive Head and The Head of School is permitted to exclude a pupil for one or more fixed term periods not exceeding 45 school days in any one school year.

The school will continue to provide education for an excluded pupil (whilst he/she remains on roll) and, particularly in the case of an exclusion of more than 15 days, the Head in consultation with the relevant members of staff will consider the following:

- making alternative provision from day six for fixed-period excluded pupils
- to arrange reintegration interviews with parents at the end of a fixed term exclusion
- how the pupil's education can otherwise continue.

### **8.2 Permanent Exclusion**

A decision to exclude a pupil permanently will only be taken as a last resort and when a wide range of strategies for dealing with disciplinary offences have been employed to no avail, or if an exceptional 'one-off' offence has been committed: e.g.

- serious violence, actual or threatened, against a pupil or member of staff;
- sexual abuse or assault;
- supplying an illegal drug; and
- carrying an offensive weapon.

Or any other one-off offence considered by the Head to be an exceptionally serious one.

## 9. The Right to Search Pupils

The Violent Crime Reduction Act 2006 gives the Head of School, and any member of the school staff authorised by the Head of School, who has reasonable grounds for believing that a pupil may have with him/ her or in his/her possession a knife or offensive weapon, the right to search that pupil. The Hub School reserves the right to use a detector for pupils who present a risk to search pupils for metal objects on arrival.

The Head must ensure that the person carrying out the search is of the same sex as the pupil and the search must be carried out in the presence of another adult also the same sex as the pupil. The pupil cannot be required to remove any clothing other than outer clothing and if the pupil's possessions are searched, this must also be done in the presence of another adult. The person carrying out the search is able to use such force as is reasonable in the circumstances for exercising that power.

If a search reveals any 'offensive weapons' or knives, or 'evidence in relation to an offence' the school **must** call the police in. The School has no discretion in this.

The Hub School provides regular training for all staff in Team Teach including positive handling techniques, Safeguarding and behaviour management.