

Manor Hall Academy



SCHOOL DISCIPLINE & BEHAVIOUR SUPPORT POLICY

Cicely Haughton School

Building Relationships

Celebrating Success

Promoting Change

CICELY HAUGHTON SCHOOL

SCHOOL DISCIPLINE & BEHAVIOUR SUPPORT POLICY

Introduction -Creating and maintaining high standards of behaviour

The prominent feature of the work we do at CHS involves presenting pupils with opportunities and experiences to further their academic, social and emotional development. The Equality Act 2010 provides the legal framework that all staff have in safeguarding our pupils and supporting their Social, Emotional and Mental Health (SEMH) needs. Staff are aware of the safeguarding responsibilities as set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE, 2023), Whole school Safeguarding Policy, and Physical Intervention Policy; **Pupil safety and welfare is prioritised with staff putting measures in place to keep children safe.**

At CHS we:

- Provide a culture that promotes excellent behaviour that ensures pupils can learn in a calm, safe, and supportive environment and protect them from disruption.
- Have a clear understanding about which behaviours are permitted and prohibited; the values, attitudes, and beliefs they promote and the social norms and routines that are encouraged throughout the school community.
- Measures in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils EHCP needs (e.g. short, planned movement breaks for a pupil whose SEMH means that they find it difficult to sit still for long; • adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher; • adjusting uniform requirements for a pupil with sensory issues or who has severe eczema; • training for staff in understanding conditions such as autism. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.)

All pupils attend CHS with an Education and Health Care Plan (EHCP) and usually this states SEMH as their primary need.

At CHS we recognise and celebrate that all pupils are different and therefore complete an initial Risk Assessment during admissions outlining previous behaviours to note. Class Teachers produce Pen Portraits that provide a context to the pupils' history, behaviours, any medical diagnosis and positives to provide a brief overview of each pupil devised from the initial admissions paperwork and their developed understanding of the pupil.

CHS also recognises that for some pupils there are children with emotional regulatory difficulties who present with behaviours that may necessitate the use of restrictive physical interventions to prevent injury to themselves or others, damage to property, or the breakdown of good order/learning (refer to Physical Support Policy.) In this instance a Risk Assessment Positive Behaviour Plan (IBP) is produced outlining the nature of the risk, vulnerabilities considerations that list the 'Proactive, Active and Reactive strategies that have previously

worked well. This feeds into the Restrictive Intervention Reduction plan that is completed by the Positive Behaviour Lead and Head of school and is agreed by parents/ carers.

An important passage from Section 89 of the Education and Inspections 2006 Act states, "*Headteachers... must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.*"

The Education (Independent School Standards) (England) Regulations 2014 part 2, Spiritual, moral, social and cultural development of pupils, (refer to Promoting British Values Policy) outlines the encouragement of pupils to accept responsibility for their behaviour amongst the active promotion of developing pupils' self-esteem, self-knowledge and self-confidence. At CHS we recognise the importance of this and look to positively reinforce improved behaviour choices. Part 3 (Welfare, health and safety of pupils) states the school promotes good behaviour amongst pupils by ensuring that—

(a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;

(b) the policy is implemented effectively; and

(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.

This Policy aims to address all the above.

We stress the importance of pupils' social and physical environment by providing a stimulating, supportive 24-hour curriculum. We aim to replace despair with hope and ultimately failure with success. A clear behaviour support policy is vital to enable pupils to realise such goals.

IT'S ABOUT CREATING AN ENVIRONMENT IN WHICH PUPILS CAN THRIVE

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1. Principles of the Policy

- 1.1 It is a Whole School Policy, consistently applied by all staff. This might sound straightforward but the SLT are constantly monitoring how staff are presenting to pupils, each other, governors and visitors to the school.
- 1.2 Individual or group 'targets' are clear, achievable and celebrated positively and appropriately considering the individuals concerned.
- 1.3 The policy is monitored and evaluated - there needs to be evidence that the time and energy invested into the policy gives a good return in academic achievement, behaviour and reintegration.
- 1.4 Positive and appropriate re-enforcement (rewards) of good behaviour is all-important and central to the policy as are realistic responses for poor behaviour (consequences). The ultimate goal of external re-enforcement is the natural re-enforcement enjoyed as a result of appropriate behaviour.
- 1.5 Individual staff find solutions for disruptive behaviour - not merely spend time labelling it - commentating is the easy bit.
- 1.6 There must be clear expectations in:-
 - classrooms - defined by SLT, MLT, teachers and support staff
 - meal tables - defined by SLT, MLT, teachers and support staff
 - break times - defined by SLT, MLT, teachers and support staff
 - taxi journeys-defined by SLT, MLT, teachers and support staff
- 1.7 Clear 'cues' need to be provided by staff to prompt required action in Class:-

Environmental component - classrooms should be vibrant, clutter free, interesting and learner friendly- creating an atmosphere that invites learning and creates a relaxed environment.

Social component - a variety of teaching styles and class groupings should be evident and fostered.

Educational component - the curriculum context should be appropriately differentiated to stimulate and respond to individual pupil needs and learning styles.

2. Classroom Management (4 aspects)

2.1 The 'Start'

- Staff are positive in **attitude, appearance, prompt** and ready to greet their class group.
- **Pupils enter the classroom in line with guidance from staff and in line with school/staff expectations.**
- Clear instructions are given on lesson content and, learning and behaviour expectations (ie staff SET THE SCENE).

2.2 The 'Delivery'

- Objectives for each lesson will be visible and/ or shared.
- Planning will be clear - pupils will be involved in the assessment process linked up with IBP'S, conferencing, targets, levelling of work and EHCP where necessary.
- The content is differentiated to allow pupils to feel comfortable, motivated and generate a sense of achievement.
- Appropriate momentum and pace has to be sustained for the entirety of the lesson.
- All materials will be in place or within easy access and there will be settled routines for collecting materials - i.e. providing predictable patterns.
- Support staff will be clear on their role for each lesson - a feature of a class operating successfully will be the support staff predominantly supporting learning.

2.3 The 'Relationships'

- Staff will be consistent, assertive, fair, warm and welcoming.
- Staff will be clear on expectations of behaviour and learning and will not allow these to be compromised but will consider individuals needs as part of their approach.
- Staff will use non-crisis interventions/strategies to discuss behaviour targets.
- Staff will use staff meetings and Staff Communication on Class Dojo - formal and informal - to communicate ideas and problems and seek advice on shaping individual and group behaviour programmes.
- Pupils will be clear that positive behaviour is rewarded and consequences applied for poor behaviour. Those consequences need to be proportionate and immediate.
- Staff dissatisfaction will focus on the undesirable behaviour not the individual pupil.

2.4 The Plenary

- Staff will devise and strictly adhere to an end of lesson routine all the pupils know.
- Each pupil should finish the lesson with a positive cue or reflection either for individuals or the group.
- Staff will ensure all pupils move to the next 'area' appropriately - if they do not they may be asked to try again. Pupils are expected to walk throughout the school building, on the left hand side of the corridor.

3. Specific whole school approaches

3.1 Staff will ensure pupils put their hand up if they wish to speak to a visitor to the classroom.

3.2 Staff will encourage pupils, at all times, to wear full school uniform i.e. blue sweater/polo shirt, grey/black trousers-this will foster the sense of belonging.

- 3.3 Staff will encourage pupils to use the toilet facilities at breaktimes and not during lesson time.
- 3.4 Staff will ensure pupils walk in the school building.
- 3.5 Staff will ensure groups moving within the school building do so as a supervised group.
- 3.6 Staff will as appropriate encourage independent activities eg demonstrating trust in pupils to take messages/collect registers where appropriate.
- 3.7 All pupils have a behaviour sheet that they take to their personalised learning groups (Phonics, English and Maths) and class. Staff input their behaviour, effort and target score after each lesson. The behaviour scores are inputted on class dojo and Arbor to generate a positive behaviour score percentage for the week.
- 3.8 The leadership team shares the positive behaviour scores for each pupil that informs positive discussions during Whole school staff meeting on the following Monday. Children who achieved less than 90% positive score for the previous week are highlighted and potential strategies discussed to help those pupils improve on their previous week's score. At CHS we recognise that behaviour and progress is not linear. At times the behaviour scores will dip, reflecting on setting events and/ or situations outside of pupils' control.
- 3.9 Class Dojo percentage scores are tracked each week and inputted using Arbor. This gives CHS behaviour data over time that is meaningful. This data allows staff to highlight pupils who are thriving and producing a positive Dojo Behaviour score of 90 or above over time. This information can be shared with pupils and parents/ carers to positively re-enforce and promote good behaviour, helping pupils achieve the Whole School Intentions. The school utilises these behaviour scores to reward children as part of the school trip held weekly but also to acknowledge sustained behaviour and rewarding of Gold silver and Bronze certificates and Platinum certificates for those children achieving gold awards for both half terms.
- 3.10 Cicely has a designated safe space and calm zone called The Den. This is an area where children can take themselves or get referred to with support to regulate following PACE models and Zones of regulation strategies. This is tracked to ensure it is not overused but also to inform discussions on additional support that we could put in place around specifics or flash points.

4. Continuum of response to disruptive behaviour

GENERAL - at one end of the continuum interventions will be child centred (a pupil has the most control to change their behaviour) moving to a staff centred (where the adult has to take control of the decision making process) approach at the other end.

CONTINUUM GUIDELINES

- 4.1 Speak to group or individuals calmly and assertively with a confidence borne from knowing the staff operate as a supportive team.

- 4.2 Refer to the behaviour targets with the pupil on their Individual Behavioural Programme for the week and set new short term goals, if appropriate. These will be linked to the pupil's EHCP small step targets.
- 4.3 Consider short term rewards for success on addressing difficulties.
- 4.4 Issue assertive verbal feedback to individuals, small groups or class groups as applicable.
- 4.5 Use quiet areas of classrooms to work with disruptive individuals within the classroom, explaining clearly the steps they need to take to 'rejoin' the rest of the class. (This is the point that will potentially 'activate' an ARBOR Input. (Behaviour Online monitoring system).
- 4.6 Use support staff to identify quieter classroom areas for disruptive individuals within the classroom.
- 4.7 Speak to disruptive individuals outside the classroom, re-iterating classroom expectations for behaviour and learning (use of support staff important).
- 4.8 Ask support staff to work with pupils (noted on IBP) outside of classroom for the shortest amount of time deemed appropriate. (It may be necessary for an individual pupil to work away from the class for a considerable period of time given their emotional need at that time.)
- 4.9 Detain the pupil at breaks to facilitate completion of work not done during class time. Staff are best placed in recognising the emotional need of the individual pupil as a physical break maybe required to help return the pupil to 'baseline'. In this instance, Class staff may facilitate some 'Golden Time' for the group where work can be caught up, or liaise with Parents/ carers and send the work home if deemed appropriate.
- 4.10 Senior staff or MLT will return the pupil to the teacher or the teacher collect the pupil at the end of the lesson to consider responses. It is important that the teacher or TA at this point 'reassumes' responsibility for consequences etc.
- 4.11 Senior staff or MLT should be called immediately, if:-
 - a) a pupil is refusing to leave a classroom
 - b) a pupil is violent towards staff or peers or himself
 - c) a pupil is damaging school property
 - d) continuous disruption occurs preventing teaching and learning
 - e) a pupil has absented/ absconded.

(If any of the above occur teachers, support staff, MLT or Senior staff should complete an Incident report on Arbor, following school guidelines on Incident Reports).

If the incident requires physical intervention staff should at all times possible, use techniques and approaches as outlined by their PROACT-SCIPr-UK® training and complete the relevant Physical Intervention Record.

- 4.12 Further disruption will require the pupil to be removed to Senior staff. The teacher will then collect the pupil at the end of the lesson or be delivered to the teacher by the Head, SLT to outline consequences, which may include measures to make up the work missed.

If a pupil continues to fail to comply with classroom expectations the following will be considered in negotiation with senior staff:-

- a) a proactive management plan will be devised (it is important that all staff throughout the 24 hour curriculum are aware of the details in this plan).
- b) an individual timetable including different teachers/subjects/class group
- c) a change of class group (temporary)
- d) a change of class group (permanent)
- e) a change in residential status e.g. from day pupil to resident or vice versa.

If problems continue a range of measures will follow:-

- a) Involvement of other professionals e.g. Educational Psychologist, Social worker
- b) Parents invited into school to discuss the issues with relevant staff
- c) Formal contract between pupil, school and parents outlining expectations and responsibilities of all parties
- d) A pupil support plan will be drawn up (IBP)
- e) Fixed period suspension
- f) Permanent Exclusion

5. Communication - Celebrations/mentions

All behaviour scores are recorded on each pupils behaviour sheet (and Class Dojo) and whenever possible communicated at various staff meetings and whole school assemblies and shared with parents/carers through use of Class Dojo, certificates and Head teachers awards. CHS look to actively recognise, celebrate and praise all accomplishments of pupils. (Refer to specific whole school approaches, 3.7)

6. Individual Behaviour Programme

What is vital is that all staff should gradually increase the expectations they have of individual pupils thus gradually effecting positive change in the pupils.

Staff will ensure: -

- a clear short term target for the term - is understood by the pupil based on their EHC Plan's.

Pupils are given a score for Effort, Behaviour and Target to reflect how they are functioning:

| | | |
|-----------------|-----|------|
| Sad face | ☹️ | = -2 |
| Straight face | 😐 | = -1 |
| One smiley face | 😊 | = 1 |
| Two smiley's | 😊😊 | = 2 |
| Three smiley's | 😊😊😊 | = 3 |
| Absent | | = A |

The behaviour score data is monitored and tracked through Class Dojo and negative incidents are recorded on ARBOR.

- where a behaviour is unacceptable the pupil is responded to appropriately e.g. some consequence for the actions but most importantly the issues are dealt with and some positive ideas on how to cope better next time given (counselling).
- the pupil is always given appropriate help to consider the positives and negatives of the past week.
- The headteacher utilises the data over time to inform meeting with parents and carers where evidence is required to support actions.
- communication and feedback to Residential staff every evening is insisted upon.
- Staff will use the PSHE lessons to introduce ideas/strategies to help pupils make sense of their behaviours and how best to respond next time.

7. Incident Reports

The system in place is comprehensive and is meant to ensure the safety of both pupils and staff.

There are guidelines issued to staff which whilst not exhaustive do outline when it is appropriate to fill in an incident report on ARBOR.

Additionally, there is a book to record issues involving racist behaviour and general concerns/comments from parents, carers etc.

All incidents that warrant a negative score are recorded on Arbor.

Documentation

All physical interventions and incident are now recorded on Arbor-any physical interventions are followed up with a debrief completed with staff and child and this is attached to the report on Arbor by SLT. These are printed off and collated by the office to create a physical intervention bound book for records and retained in accordance to retention policies and GDPR.

At least one member of the SLT signs off each incident. Copies are put in appropriate pupils' pages on Arbor and parents are informed of each incident where appropriate. In the event of a Restrictive Physical Intervention being required staff will contact parents/carers to discuss the incident by telephone. If telephone contact cannot be made

a letter will be sent home with taxi staff and hand delivered to parents/carers informing them of the need for Physical Intervention.

An Accident Book is to be found in the main office. All injuries to pupils and staff, as well as any other medical issues which concern staff, are to be inserted. A First Aid Book also records any treatment given. For pupils, any first aid given is recorded on Arbor under 'Medical' by adding a 'Medical Event.'

As of September 2020 the school introduced the use of a system called ARBOR as mechanisms to record incidents, monitor Behaviour and to replace the use of SIMS. This is a recording and monitoring system which is accessible online to all staff members. It is currently running across the whole school to monitor day to day incidents. This new system aims to join together behaviour, performance, attainment and any other significant information to identify patterns of trends in behaviours and adapt practices accordingly. All of the information is accessible by any relevant agencies in a bid to promote positive and accurate communication between all parties - **Is this still necessary?**

8. Conclusion

A Whole School Behaviour Policy will only be successful if it is just that, i.e. all staff adhere to it. As individuals and as a school, there is a need to constantly monitor and evaluate our approaches to working with SEMH pupils. To assist us, we need to confidently be able to address the following questions.

1. Does the school/class provide a supportive environment for pupils in an effective sense?
2. Are behavioural and educational expectations appropriate, sufficiently high and explicit?
3. Is there a continuous focus for pupil activity and a sense of progression in learning and behaviour / residential programmes?
4. Do we provide positive models for pupils and respect for individual differences?

The aim of this Policy is to enable all staff to answer each question positively.

Please note:-

Elton Report 1989

" ... teachers (staff) ... need to secure ... an orderly atmosphere ... for ... effective teaching and learning to take place!"

CICELY HAUGHTON SCHOOL DOES!

As stated earlier,-

IT'S ABOUT CREATING AN ENVIRONMENT IN WHICH PUPILS CAN THRIVE

Relationship Management

Principles for Good Practice

Formula for success

To encourage positive behaviour certain factors and principles should be central to our approach.

A. Staff should be positive role models, especially to young people who have often been let down by adults in the past. This permeates all aspects of the school community.

DO: be welcoming, warm, polite and non judgemental.

DO NOT: bear grudges, be sarcastic and verbally humiliate pupils.

B. Have high expectations of pupils, but do not turn this into a pressure they cannot cope with.

DO: praise good behaviour, academic success.

DO NOT: make excuses for poor standards.

C. Be organised and prepared.

DO: be punctual, be 'one step ahead'.

DO NOT: create situations of conflict which could be avoided with appropriate planning.

D. Act calmly and confidently in your speech and demeanour, even when in a crisis.

DO: remember the student is looking to you to control the situation.

DO NOT: Shout or lose your temper, it diminishes your control.

E. Don't place yourself in a no win situation.

DO: think before speaking. Allow the pupil time to calm before sorting out the problem.

DO NOT: promise or sanction something you cannot/should not deliver.

F. Avoid confrontations in the presence of a group. Individuals draw strength from an audience.

DO: separate the offender from peers if possible.

DO NOT: take on conflict you cannot win (sometimes 'winning' is not the most important thing - have humility to let things go).

G. Offer pupils escape routes.

DO: Give pupils more than one choice. Allow pupils to reflect on their behaviour and resist the temptation to moralise.

DO NOT: back students into a corner.

H. Be vigilant. Know what pupils are doing and where they are. Look out for unhealthy combinations of students.

DO: diffuse situations before they develop - anticipate!

DO NOT: abdicate responsibility for dealing with such situations.

I. Pay attention to detail in the application of agreed rules, routines and management strategies (e.g. school and class rules, IBPs, intervention plans, etc).

DO: be consistent and fair in the application of rules.

DO NOT: ignore basic established practices i.e. running in corridors up to following behaviour plans.

J. Invest time in students - like a bank it gives you something to draw upon when you need it. It enhances relationships.

DO: engage in activities, go the extra mile, show personal interest in students (remember how many times many have been let down by adults before). Take time to listen.

DO NOT: promise something you cannot deliver.

DO NOT: be afraid to contact parents/carers to report positive behaviours.

K. Catch students being good.

DO: tell them they have done something well and how they have done it.

DO NOT: assume they 'know' what the right thing is. Also do not drag up past misdemeanours.

L. Give support to (and do not be afraid to ask for advice or help from) colleagues.

DO: share good practice and agreed strategies - work as a team.

DO NOT: Be in denial of problems.

M. Retain a balanced view, keep things in perspective.

DO: have a sense of humour.

DO NOT: take yourself too seriously.

N. Be Attachment and Trauma aware - many pupils will have experienced domestic, emotional, physical and academic trauma and lack understanding/experience of positive attachments

DO: Ensure you are 'attuned' to the child, be an empathetic and reflective practitioner. Be predictable and consistent in your manner, emotional responses and duties.

DO NOT: Be 'unattuned' or unpredictable - be aware that pupils are looking to you for emotional support and empathy. Unpredictability creates uncertainty, fear and anxiety and can prevent the development of secure attachments.

O. Maintain a clean, trauma informed learning environment.

DO: Clean up evidence of damage / chaotic environments, encourage pupils to feel put things right.

DO NOT: Leave for somebody else, model good practice.

P. Be aware of pupils individual support systems and ACE's.

DO: Read Pen Portraits/ transitional informational. Talk to colleagues about individual strategies.

DO NOT: Remove items of comfort/ restrict movement, attachments and relationships.