



## Hazelbeck School

### Behaviour Leadership Policy

Last update January 2016

#### Review of this Policy

This policy will be reviewed annually or sooner if legislative changes or good practice guidance dictate.

#### **1. INTRODUCTION.**

This policy incorporates the general principles for behaviour and behaviour leadership across the school and is agreed by the Directors of Hazelbeck School.

Our aim is to promote positive behaviour which will support the pupils' development of self-esteem, self-discipline and the ability to co-operate with one another and with adults in the school, thus encouraging them to behave in a socially acceptable manner.

We live as a school community and are guided by a set of shared values: Enjoy-Learn-Succeed. Our 3 year Strategic Vision is centred around the 'Hazelbeck Learner' and identifies key qualities that we want our students to acquire – confidence, independence, excited about learning and feeling safe. We follow a Code of Conduct which is intended for pupils, staff, families and visitors alike.

CODE OF CONDUCT - See Appendix

We recognise that there may be many reasons for pupils to behave in certain ways and to present unacceptable or challenging behaviours. **Learning to behave follows the same principles as learning other skills: it should be taught and modelled by staff.**

#### **2. AIMS.**

The purpose of this policy is to create the conditions and approaches in Hazelbeck School to enable all pupils to learn how to develop a sense of self and own their own behaviour and so behave appropriately and take control of their own behaviour.

We aim:

- To develop a school ethos that encourages positive behaviour
- To help all pupils to understand how their behaviour impacts on or affects others
- To promote the pupils' social development and emotional well being
- To ensure safety for all pupils and adults in the school

At Hazelbeck we expect all members of the school community to be:

- Co-operative, considerate and respectful
- Polite
- Honest
- Kind to others / caring
- Positive, tolerant and industrious
- Tolerant toward other members of the school community

Staff have a positive effect on pupil behaviour and create the conditions for the good behaviour of all pupils by being:

- Calm and confident
- Professional
- Respectful of others
- Motivating and motivated
- Non-confrontational
- Encouraging
- Informed and knowledgeable about the needs of the pupils
- Prepared.

### 3. STRATEGIES

- We are a Team Teach school:
  - The emphasis must be on the positive approach of encouragement and praise. All staff are trained in Team Teach and supportive strategies are used on a daily basis to encourage positive behaviour.
  - If there is an incident or situation in which a young person has displayed inappropriate or challenging behaviour then the consequence to this must always involve the opportunity to Reflect, Repair and Rebuild according to the young person's needs and abilities. The opportunity should be taken when the young person is ready to engage and involve the adult who was most significant at the time of the incident. It is an opportunity for the pupil to discuss the incident at an appropriate level and must lead to a positive outcome. At the end of this, the incident should be regarded as finished and should not be referred to again by anyone.

**It essential that the pupil knows it is the BEHAVIOUR which is disapproved of and not the pupil.**

- Curriculum Based Activities
  - Positive behaviour is reinforced and modelled in all curriculum based activities, e.g. Students learn about right and wrong and anti-bullying topics are covered in PSHCE work and this is then reinforced and modelled in other curriculum areas.
- Rewards
  - Pupils in Key stages 3 and 4 take part in a token exchange reward system where they gain stars for good work and positive behaviour and a final reward for ten (or five) stars. Pupils in the 6<sup>th</sup> form are able to choose their reward system
- Behaviour Support Plans are used where appropriate to support pupils
  - **Plans will detail strategies for dealing with the behaviours.**
  - The team of adults who work closely with the pupils should discuss all aspects of the pupil's behaviour – triggers, behaviours, interests, health etc.
  - The Behaviour Support Plan should be submitted to the Behaviour Team and then shared with parents and all staff. They will be reflected on throughout the school year.
  - The decision to include Positive Handling as part of this plan will be based upon an assessment of the risk presented by physically challenging behaviours and will include the use of physical control and restraint.
  - In some instances, it is appropriate to involve the pupil in this process at different stages.

- Collaboration with other agencies
  - The School Nursing Team are in school every day and can provide support and advice.
  - An Educational Psychologist works with school to support students. This may take the form of staff clinics, parent clinics or individual work with students.
  - The Assistant Head with responsibility for Behaviour and Attendance liaises closely with the School Nurse and CAMHS through discussions, referrals and regular meetings.

#### **4. WHO IS RESPONSIBLE**

- The person who has responsibility for Behaviour across the school will take a strategic role in monitoring behaviour and in helping students to manage their own behaviour
- The behaviour support manager has responsibility for inputting data and for keeping records in line with school policy
- Class teachers have responsibility for managing behaviour and for leading strategies in their class base, including regular reflections on Behaviour Support Plans and Positive Handling Plans
- All staff have responsibility for devising and following Behaviour Support Plans and Positive Handling Plans

#### **5. RECORDING AND REPORTING.**

Paperwork is completed by any adult involved in an incident. Frequent behaviours that are noted on a Behaviour Support Plan are recorded and then handed in weekly, unless there is a specific concern and then they are handed in on the same day. Other incidents are handed in daily. The Behaviour Support Manager then enters this data onto a spreadsheet which is monitored by the Behaviour Lead. Once information is collated onto the spreadsheet then the paperwork is collated and filed chronologically in each student's file. All staff have received training and guidance in the completion of recording and reporting.

The Behaviour Lead will submit a report every half term to the Leadership Team outlining behaviour trends, interventions and their impacts.

#### **6. RELATED POLICIES.**

This policy should be read in conjunction with the following Hazelbeck School Policies:

- Care and Control
- Use of Touch
- Child Protection
- Manual handling.

## **Hazelbeck School Code of Conduct**

**At Hazelbeck we:**

**Keep ourselves and others safe**

**Respect each other and our environment**

**Listen – we all have a voice**

**Work as a team**

**Value everyone**

**Aim to do our best.**