



## Hazelbeck School

### Behaviour Leadership Policy

Last update February 2018

#### 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 students' 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 recognise that there may be many reasons for students 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 students to learn how to develop a sense of self and ownership of their behaviour. As a result they will behave appropriately and take control of their own behaviour.

We aim:

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

- Calm and confident
- Professional
- Respectful of others
- Motivating and motivated
- Non-confrontational
- Encouraging
- Informed and knowledgeable about the needs of the students
- 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
  - Each class base has their own method for rewarding both good work and positive behaviour. There is also a Special Drawer which is held by each member of Senior Leadership: students can come and show work or share what they have been doing and receive an immediate reward.
- Behaviour Support Plans are used where appropriate to support students
  - **Plans will detail strategies for dealing with the behaviours.**
  - The team of adults who work closely with the students 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. EXCLUSIONS

In cases of serious breaches of the school's behaviour policy and if staying in school would seriously harm the education or welfare of the pupil or others in school, exclusion will be considered as a last resort.

The decision to exclude a pupil must be lawful, reasonable and fair. As a school, we have a statutory duty not to discriminate against students on the basis of protected characteristics, such as disability or race. We give particular consideration to the fair treatment of students from groups who are vulnerable to exclusion. Where exclusion becomes necessary, the most recent Government Guidelines for Exclusions from school will be followed: (<https://www.gov.uk/government/publications/school-exclusion>)

- An exclusion may be:
  - Fixed term for a set number of days. Following a fixed term exclusion, a strategy for reintegrating students back into school will be developed between the school, pupil and family to support the pupil's return to school and to help them to manage their future behaviour.
  - Permanent. This is used in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

All exclusions will be at the decision of the Head teacher and will be reported to the Directors.

- **Appeals**

Any decision to exclude a pupil can be appealed against by the pupil or parent. For appeals against an exclusion, then details of the process will be explained within the letter of exclusion. For further support, contact Bradford SEN department.

#### 5. ABSCONDING

Due to the needs of our students, any instance where a student absconds from the premises would become a serious incident and parents/carers and police would be contacted as necessary. Students are supervised with high staff/pupil ratios throughout the school day and the school building is a secure site. Individual Risk Assessments are closely followed at all times, but in particular when students are in less secure areas (such as on the Beckfoot site) or when out on trips.

#### 6. 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

## **7. 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.

## **8. COMPLAINTS.**

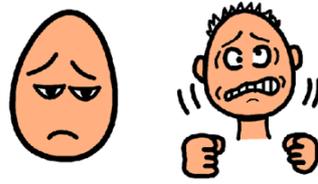
If a student has a complaint, then they should refer to the 'Student Complaints Flowchart.' (See Appendix A) If a parent/carer has a complaint then they should refer to our Complaints Policy (which can be found on our website).

## **9. RELATED POLICIES.**

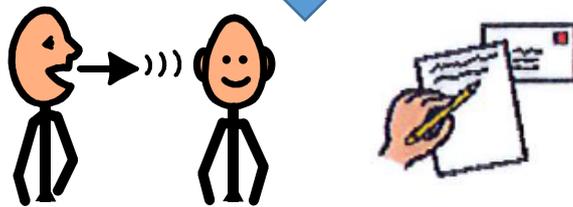
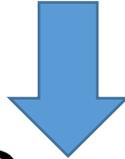
This policy should be read in conjunction with the following Hazelbeck School Policies:

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

# Pupil Complaints Policy



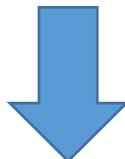
What do you do if you are sad or cross and want to complain?



Talk to or write a letter to an adult



Talk to or write a letter to Beth, Jo, Charlotte or Hannah



Talk to or write a letter to Caroline or Emily



Talk or write a letter to the Directors