

Behaviour for Learning Policy

Approved by: Chair of Governors Silas Jones		Date: May 2022
Headteacher: Chris Toner		
Last reviewed on:	May 2022	
Next review due by: (Annually)	May 2023	

Introduction

Behaviour for Learning Statement

At Hollywater we believe that all pupils and adults should be treated with dignity and respect so that learning can take place in a safe, happy and secure environment. The high expectations of Behaviour for Learning are important at our school and we aim to create an environment whereby pupils are given the support they need to access learning, which develops and prepares them for the challenges of living in the wider community and supports their lifelong learning journey for their future aspirations.

In order to enable effective teaching and learning to take place, good behaviour for learning, in all aspects of school life, is necessary.

Intent:

- A whole school approach to child centered positive Behavior Support Strategies
- Encourage and acknowledge good Behaviour for Learning.
- Promote self-esteem by encouraging pupils to value and respect themselves and others
- Provide a safe environment free from disruption, violence, bullying and any form of harassment.
- Promote early intervention in behaviour and self-regulation, whilst ensuring a consistent response
- Enable a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.
- Encourage children to take responsibility for their behaviour.
- Develop a culture of Behaviour for Learning that supports each pupils' future aspirations as they follow their lifelong learning journey at Hollywater.

Roles and Responsibilities

The Headteacher is responsible for the implementation and day-to-day management of the policy and its procedures.

Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed and adhered to. Staff support in the implementation of the policy will ensure 'all are safeguarded' and a high-quality learning environment is created where students can flourish, developing good behaviour for learning and personal responsibility.

Equality Impact Statement

Through regular monitoring and evaluation, we seek to ensure that this policy does not discriminate, directly or indirectly. The governing body, Headteacher and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

Regular review and consultation with stakeholders regarding the impact of this policy on the promotion of race equality, equality for disabled persons, gender equality and community cohesion. The policy may be amended as a result of any consultation.

Training

The school will provide regular training on behaviour for learning to support the implementation of the policy.

Interrelationship with other school policies

In order for the behaviour policy to be effective a clear relationship with other school policies, particularly safeguarding, equal opportunities, inclusion, and the use of de-escalation techniques and or restraint has been established.

The curriculum and learning

At Hollywater we believe that a curriculum ensuring the development of knowledge and individually personalised contributes to good behaviour and the clear management of specific behaviors, which may be barriers to learning.

Lessons will have clear objectives and be individually accessible to meet the needs of pupils/students.

Classroom management

Classroom management and teaching pedagogy influence pupil and student behaviour, therefore our classroom environment gives clear messages about the extent to which their efforts are valued and their needs met. Relationships between staff and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils and students behave.

Effective strategies that develop good behaviour for learning

- Ensure all children are praised for behaving well
- Reward individuals and groups of pupils and students
- Weekly target setting with linked reward systems
- Giving our pupils/students choices and time to decide
- Knowing our pupils/students and their learning styles and difficulties
- Talking positively and careful use of language, signing and symbols
- Clear routines, role modelling and consistently used strategies by staff
- Teaching pupils and students about consequences

- Staff support for each other using the 'help' protocol when necessary
- Providing opportunities to apologise
- Individual Positive Behaviour Management Plans (IPBMP) drawn up in consultation with the class team, behaviour lead teachers and parents, targeting a specific behaviour intervention which is monitored and reviewed regularly.
- Zone of regulation toolbox used to identify strategies to support pupils and inform the IPBMP
- Positive Handling Plan (PHP) drawn up alongside IPBMPs if necessary.
- Use of the quiet room, under close supervision, to support self-regulation as required

Rewards

We have clear reward systems which we share with pupils/students and parents. The reward systems are accessible to all pupils. These include:

- Praise, smiles and body language
- House points
- Stickers, stamps, wrist bands, class certificates
- Written comments on pupils/students work
- Contact with home via email or phone call
- Friday celebration assembly.
- The awarding of class 'merits'
- Use of golden/special time
- Student/pupils /Star of the day

Unacceptable behaviour

Unacceptable behaviour prevents safe working in school. It includes;

- Physical violence / aggressive behaviour
- Bullying; with reference to guidance document 'Preventing and tackling bullying' July 2017
- Threatening behaviour
- Verbal abuse and swearing
- Damage to property and the environment
- Disruption to lessons and stopping others learning
- Disruption to the effective running of the school
- Leaving the premises without permission

Sanctions

These are given based on individuals needs and circumstances

- Clear positive boundaries re-introduced
- Warning of consequence - loss of break or lunch time
- Removal of a treat or favored activity, golden time or clubs
- Time out of the class
- Behaviour report cards

- Loss of target on class chart
- Withdrawal to inclusion area in school (Internal Exclusion)
- Contact with parents by phone, letter or meeting in school
- Suspension/exclusion

Suspension

Excluding a pupil from school is a very serious matter.

Exclusion is only considered for extreme or long standing disruptive behaviour, but more commonly for acts of violence towards persons or property.

Two types of exclusion are available:

Fixed Term (up to a maximum of 15 days in any one term) and Permanent.

For pupils excluded for more than 5 consecutive days, work will be provided for the duration of the exclusion.

If a pupil is considered to be misplaced or their needs have changed, then the Annual Review procedure is the most appropriate vehicle to effect a change of placement for the pupil, to a more suitable setting. Where the Local Authority fail to find an appropriate placement for such a child, the school will be forced to permanently exclude. Hampshire County Council guidance on exclusion procedures includes action required by the Governing Body and, in the event of this course of action being necessary, these procedures will be followed.

Where exclusion has proved necessary, procedures for the pupil's return to school will include a return to school meeting and positive support for good behaviour for learning.

Screening and Searching pupils

Hollywater School will have regard for DfE (Department of Education) guidance on screening, searching and confiscation in schools.

Authorised members of school staff will screen pupils. This will be conducted as sensitively as possible in an appropriate quiet area with monitoring by other staff.

If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items.

The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.

Staff will report any concerns to authorised school staff who will conduct a search and seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

Authorised school staff can search pupils with their consent for any item which is banned by the school rules. At Hollywater this includes mobile phones, other electronic items such as iPlayers, hand held game consoles. Items found will be stored safely and returned to a responsible adult to take home.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff.

The use of restrictive physical intervention (RPI)

Managing children's behaviour through restrictive physical intervention constitutes a substantial interference in children's rights and must be proportionate, its use accountable and administered in a manner consistent with the child's humane dignity. At Hollywater School the use of RPI (restraint procedures) is a last resort. In accordance with the Education and Inspections Act 2006 some staff at Hollywater are trained and authorised by the Headteacher to use RPI to prevent a pupil from doing, or continuing to do the following:

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property.
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Staff who are authorised to use restraint procedures are PRICE trained in accordance with Hampshire guidelines. Hollywater has one PRICE tutor.

As school is transitioning to PRICE training there is one PRICE tutor who supports all staff.

A program of CPD (continued professional development) is available to all staff on behaviour management using both internal and external providers.

Planned interventions are necessary at Hollywater as risk assessment has highlighted the potential need for physical interventions where some pupils are at risk of harming themselves or others..

Planned interventions PHP's (Positive Handling Plans) are:

- Agreed in advance through consultation with the PRICE tutor and parents
- Implemented only by a TT Team Teach trained member of staff.
- Recorded detailing circumstances and method.
- Documents detailing the pupils personal handling plan strategies are shared and agreed with parents.

On the occasions where the safety of the pupil or others is at risk it may be necessary to have a barrier between the pupil and others. This may be through the use of bean bags / cushions to shield staff and other pupils from physically aggressive behavior. The quiet room and soft play room may be used to help to manage the situation. The use of quiet room and soft play is time limited to enable a pupil to calm and self-regulate, whilst being observed by staff at all times.

Reports of incidences are written up on CPOMS, (an online reporting system), as soon as possible. Any incident is followed up by a debrief to reflect on what happened and positive steps going forwards.

Incident reports are reviewed by the senior leadership team and reported on to Governors.

Offsite Activities

Pupils are reminded of the need to follow the school code of conduct when offsite. Staff may follow the consequences above for a pupil for:

- any misbehavior when the child is taking part in any school-organised or school-related activity.

Parents

At Hollywater we work closely with parents and carers and encourage a positive relationship to develop a shared approach. We have a home link worker who supports parents and carers where appropriate / needed.

Use of External Agencies

Hollywater liaises with EP (Educational Psychologists) services for advice and support on pupils, particularly those who display continuous behaviors of concern.