

Hillcrest School Cramlington



Behaviour Policy

Date established by governing body

Autumn Term 2016

Date for full implementation

Immediately

Date for review

Autumn Term 2017

THE SCHOOL

Hillcrest is a school of 66 boys and girls aged between 11 and 19 years who have a statement of special educational needs or Education Health Care Plan. The learners that attend Hillcrest predominantly have ASC (autistic spectrum condition) or communication and interaction difficulties, although we welcome any learners needs. Some of our learners do exhibit a range of social, emotional and behavioural problems but these are intrinsically linked with frustrations and anxieties due to their specific needs.

The school is situated in Cramlington but has a wide catchment area, which includes Blyth, Cramlington, Ashington, Bedlington, Alnwick, Morpeth and some learners attend from out of county placements.

OUR BIG 5 KEY DRIVERS

- Social development & communication
- Emotional health & wellbeing
- Academic achievement
- Aspirational futures
- Functionality

RATIONALE

Good discipline stems from an atmosphere that is nurturing, positive and predictable. Recognising the learners needs (Maslow's hierarchy) and specific needs (from EHCP/statement) are key to ensuring our learners feel safe, secure and happy. Staff at Hillcrest recognise that they often have to ensure these prior needs are met sufficiently to ensure that learning can effectively take place. Hillcrest runs as a community and as such we expect our shared values and ethos to be part of everything we do.

Hillcrest School aims to have a clear and consistent approach to behaviour. We aim to raise the overall standards by encouraging and facilitating so that all pupils can behave in line with our high expectations.

Principles

- Clear expectations of pupil behaviour should be set out in the Hillcrest expects poster, which should be displayed prominently and be familiar to all pupils.
- A community of mutual respect-modelled by all
- Achievement should be celebrated
- Staff – pupil relationships should be positive, though strictly professional.
- Positive reinforcement should be encouraged by a system of rewards aimed at specific targets – including attendance, effort and achievement.
- Good behaviour should be promoted by purposeful learning.

Aims

- To create a working atmosphere which is flexible, friendly, caring and disciplined.
- To promote good relationships that are positive, respectful, supportive and professional.
- To celebrate both academic and personal achievement.
- To promote a positive self-image.
- To promote the values of consideration, respect, tolerance and personal responsibility in line with British Values.
 - o Democracy
 - o The rule of law
 - o Individual liberty
 - o Mutual respect and tolerance

POLICY DEVELOPMENT

A wide consultation has taken place with the whole school community. The final policy was agreed by the leadership team and the school's governing body, and has been disseminated to staff. Pupils have been introduced through pastoral groups and parents/carers/professionals have access through the school website.

The policy is disseminated to all new staff joining the school.

GUIDELINES AND PROCEDURES

RAISING EXPECTATIONS OF POSITIVE BEHAVIOUR

Though individual teachers in the school are bound to develop, or have developed, their own ways of relating to pupils, it is important for us all to have an agreed code of practice to ensure that we are all applying the same standards.

Good order has to be worked for, it does not simply happen. You must:

- Set high standards.
- Work to agreed procedures.
- Follow up problems.

Hillcrest expects: (student copy)

- Good Listening
- Kind words
- Care of Hillcrest
- Looking after each other.

We should be proactive in our approach to managing behaviour

- Communicate using pupil's names.
- Be positive and build relationships.
- Expect and give respect.
- Know our pupils as individuals
- Use humour when appropriate
- Be consistent in approaches
- Proactively plan for behaviour
- Reflect, debrief and look for solution focussed responses to negative behaviour
- Communicate regularly with parents/carers and other associated professionals
- Use 'Hillcrest language'- Making the right choice, Gentle hands, Kind words, Catching Up.
- We should use tactics which de-escalate or distract from potential situations:
 - Give space
 - Give time to respond
 - Risk assess any situation

Our success as a school should be judged not by the absence of problems but by the way in which we deal with them.

When a problem occurs:

- Look for a solution-exhaust all attempts of de-escalation and distraction
- Avoid confrontation – judge only when certain
- Listen – it earns respect.
- Use sanctions sparingly
- By no mean use any form of humiliation – it breeds resentment
- Avoid raised voices – it diminishes you.
- Don't over-react – the problem will grow
- Be assertive but fair-focus on expectations and not the behaviour
- Stay calm – it reduces tensions.
- Recognise when learners require a change of environment/staffing-working proactively

If we are able to create a positive, supportive and secure environment with well prepared, stimulating lessons we should generate good behaviour and respect.

Rewards For Positive Behaviour

Class Based Rewards:

- Daily-Small instant reward
- Weekly-Reward for sustained behaviour.
- Half termly- Achieved as the Class Team.
- Postcards-Recognition of sustained good work,
- Text and phone calls home-instant praise by class teacher.
- Reward board in every class-to recognise student's achievements.

Celebration Assembly Awards:

- Crunchie Nomination-For staff and students.
- Worker of the Week Certificate-For academic achievements from each class.
- Star of the week Certificate-Above and beyond achievements from each class.
- WOW certificate- For staff and students for achieving something amazing.
- Attendance awards- certificate, medals and trophy, awarded to students and classes.
- Random Awards acts of kindness- Tuck Tokens awarded by staff each week.

DEALING WITH LOW LEVEL BEHAVIOUR

Low Level behaviour

- Use of the Success and Consequence Ladders to promote positive behaviour.
- Traffic Light System. Allows students to look at a visual to help them recognise their own behaviour.
- Use of Catch-Up to complete any uncompleted work during lessons. To take place at break or lunch time.
- Use of Reflection and Focus time to redress any issues and behaviours.
- Behaviour board in each class.
- Record on Behaviour Watch.
- Discuss at class team debrief.
- After school catch ups- decided by class team.
- Interventions/strategies devised by emotional literacy lead or pastoral manager.

Following a serious incident we should

- Record the incident on Behaviour Watch.
- Arrange a debrief meeting with all staff involved in the incident and discuss any de-escalation techniques that may work in the future.
- Update pupil profile and risk assessment.
- Inform parents/carers and other agencies involved

INCIDENT REPORTS

In order to improve the quality of information about pupils, all incidents should be recorded on to Behaviour Watch to build a picture of the pupil. These incidents are then monitored by tutors, Pastoral Manager and the SLT and relevant action is taken.

The aim of this system is to enable a record to be kept of a pupil's behaviour.

- To obtain a fuller picture of the behaviour and progress made.
- To ensure a co-ordinated response if the behaviour is repeated.

Pupil Profiles and Risk Assessments

Pupil Profiles Plans are produced for all pupils to identify a pen portrait of their individual needs. These show behaviour displayed, possible triggers, suggested teaching strategies and targets.

These plans are to be read in conjunction with the Risk Assessments.

Pupil profiles and Risk Assessments will need to be updated on a half termly basis, initially by pupil tutors or LSA's. (Specific incidents will be updated on a 'live' basis and respond.

Physical Restraint (refer to positive handling policy)

In the event of a Physical Restraint having to be used on a student

- all details need to be recorded onto Behaviour Watch in detail within 24hrs
- A phone call home needs to be made as soon after the event as is possible.
- All/any agencies involved need to be updated.
- A debrief between all staff involved in the incident needs to take place the same day as the restraint.
- Risk Assessment needs to be updated.
- SLT needs to be informed at the earliest opportunity and within 24 hours.

EXCLUSION POLICY

The majority of incidents should be dealt with by the class teacher. More serious or persistent problems should be referred to the Deputy Head Teacher, then the Head Teacher. Depending on the seriousness of the offence certain sanctions will apply. These may involve contact with parents, detention, and withdrawal of privileges.

Exclusions

Whilst individual circumstances surrounding every case will always be carefully considered, the ultimate sanction of exclusion could be used for:

- Violence
- Persistent or particularly serious cases of bullying.
- Deliberate damage/destruction of school property/equipment or other pupil's.

- Persistent and serious disruption of lessons, thereby endangering other pupils learning.
- Bringing into school illegal and/or harmful substances or implements.
- Deliberately unsafe behaviour endangering others.
- Deliberate flaunting of school rules and regulations

This list is not to be regarded as exclusive, but representative of acts that endanger the health, safety, welfare or learning of other pupils. They apply not only in school but at all times in which pupils are legally under the jurisdiction of the school rules and regulations eg going to and from school, on trips, visits etc.

As a school we will make every endeavour to help pupils at risk of exclusion. The Class Team, Deputy Head Teacher or Head Teacher may counsel the pupil and parents may be contacted. Advice may be taken from appropriate professionals. Our policy where possible is to work towards inclusion of pupils through positive intervention, support and a proactive approach to managing behaviours.

In serious cases pupils will be excluded for a fixed term.

Parents and pupils may be asked to attend a meeting with the Governors Resource Committee in order to:

- Explore possible avenues of support and to help the pupil return to the school community successfully.
- Reaffirm the pupil's commitment to adhere to the school's rules and regulations.

Particularly serious or persistent cases could result in permanent exclusion.

The standard letter and forms for LEA should be completed by the Head Teacher.

If behaviour rather than learning becomes the prime need we could:

- Make a request for additional support
- Ask for the pupils' statements to be reassessed.

OFF SITE ACTIVITIES

A mobile phone is carried on all off site activities. Should a pupil be seen to be risking his/her own safety, or that of others, the school must be contacted immediately and a senior member of staff will advise on procedure to be followed. Where appropriate, the senior member of staff will deal with the incident in person.

A risk assessment must be completed for all off site activities.

LINKS WITH OTHER POLICIES

Anti-Bullying
Positive Handling
Exclusion Policy
Touch Policy
Looked After Children
Safeguarding Children and Child Protection

DISSEMINATION AND IMPLEMENTATION

This policy has been distributed to all teaching and non-teaching staff. A copy of the policy can always be found in the Policy File kept in the staffroom, on staffshare or online through the school website. All new staff receive a copy of the policy when they join the school.

MONITORING, EVALUATION AND REVIEW

This policy will be reviewed annually and its effectiveness evaluated and amended in light of the findings of the evaluation.

Date of this policy: November 2016
Review date: November 2016

Behaviour Policy approved by:

.....
Mrs Mead
Head Teacher

.....
Mrs J Reid
Chair of Governor

Date signed.....

Appendix

