

Positive Behaviour Policy



Date	01.01.2024
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Hambling View Vision For Behaviour

All members of the community recognise the rights of others to work and thrive in an environment that is calm and purposeful where they feel safe and respected. However, we also believe that challenging behaviour is most often the result of an unmet need, or a difficulty in communicating that need to others. Therefore, being taught how to behave well, in order that all can learn in a calm and supportive environment is essential for all students.

Our behaviour principles are outlined below:

- All students receive an excellent education that is not hampered by poor behaviour within the classroom or school site so that they can achieve their goals
- Students develop a love of learning in classrooms that are characterised by high levels of engagement and enjoyment
- All students are rewarded for good behaviour, efforts and engagement
- Sanctions are used effectively so that behaviour is good or better, all of the time
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, and students are safe and feel safe

Keeping Children Safe in Education (KCSIE) is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. The school behaviour policy has been designed to bear this in mind.

https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf

Roles and Responsibilities

The Headteacher will establish, in conjunction with staff and parents/carers, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents/carers and will be made available on the school website, is non-discriminatory and the expectations are clear. The stakeholders will support the school in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day to day management of the policy and procedures. Staff, both teachers and support staff, will be responsible for ensuring the policy and procedures are followed, consistently and fairly applied.

Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Headteacher and all staff will ensure that all students are treated fairly. They will also ensure that the concerns of students are listened to, and appropriately addressed.

Parents/carers will be expected, encouraged and supported to take responsibility for their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour. School will work toward building positive relationships with parents/carers and will regularly share information about their child's behaviour.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the policy expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour. In order to enable teaching and learning to take place, good behaviour in all aspects of school life is necessary.

We seek to create an inclusive, caring learning environment in the school by:

- Promoting good behaviour and attitudes to learning that enable all students to achieve their potential
- Enabling all staff to teach to an appropriate level of challenge that enables the school to raise achievement Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring quality and fairness of treatment for all
- Encouraging consistency of approach to both positive and negative behaviour
- Promoting early intervention and to promote inclusion at all levels
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging a positive relationship with parents/carers to develop a shared approach which involves them in the implementation of the School's policy and associated procedures
- Demonstrating to students how acceptable standards can be achieved
- Promoting a culture of praise and encouragement in which all students can achieve

All students at Hambling View have an EHCP and we recognise that some behaviours are more likely be associated with particular types of SEND, such as a student with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Being Successful At Hambling View

In order to promote good behaviour and attitudes at Hambling View there is an agreed set of rules that underpin our codes of conduct. These rules are shared with all members of the community and are displayed in every classroom and area within the school.

Students at Hambling View School should:

- Do as asked, when asked
- Arrive on time, ready to learn
- Keep hands, feet and objects to themselves
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Rewards

Staff model positive behaviour to show students what is expected and consistently praise positive behaviour, effort etc using the following rewards:

- Immediate positive feedback from a member of staff
- Student Of The Week
- Celebration Assemblies
- Housepoints and Commendations (linked to the school values) – these will be celebrated by individual reward and also as part of the wider house competition (termly and annually)

- Communicating good behaviour home to parents/carers
- Sports Awards
- Other achievement awards
- Positions of Responsibility (lead Students/Student Representatives)
- Whole group rewards, for example, preferred activity or trip (termly)

*Rewards will be reviewed by the student leadership team within the Autumn Term each year and the policy updated annually by the end of Term 2.

Teachers/Activity Leaders will:

- Challenge all students to meet the behaviour requirements at Hambling View
- Create a learning space that is calm and with clear displays to show the young people how they will be rewarded
- Provide a timetable for the day so that students know what to expect
- Greet all young people as they enter the room.
- Throughout the day, check in with young people to monitor changes in their mood.
- Be aware of changes in behaviour to establish a young person's triggers.
- Establish a calm classroom with space to take time out when needed.
- Ensure all young people are aware of the behaviour system, including consequences attached to their actions.
- Use praise and rewards to encourage positive behaviour and highlight it wherever possible.
- Prepare young people for changes and transitions.
- Model positive behaviour.
- Use a check-in process, such as the Five Point Scale each morning to monitor the mood of the individuals and the class
- Work closely with young people to look for triggers that prompt difficult behaviours.
- Encourage young people to set manageable behaviour goals.
- Practise positive affirmations with young people to encourage positive habits.
- Take the time to reflect on situations to understand the before, during and after of behavioural, emotional and physical changes.
- Understand any special needs or circumstances that will elicit changes in young people's behaviours.
- Use positive language linked to behaviour and avoid any language that is shame inducing
- Highlight how unacceptable behaviour will be dealt with, by whom and what the sanctions will be.
- Highlight how positive behaviours will be rewarded and what the rewards will be.
- Use positive examples of good behaviour in class so they are the focus, rather than poor behaviour.
- Always give adequate warnings in line with the behaviour policy and adhere to the procedures to ensure consistency.
- Use the language of the school rules consistently so that students understand specifically which behaviours need to change in order to resolve

Students will:

- Enter the building quietly and calmly and respect all areas of the physical environment, including keeping it clean and tidy
- Speak to all members of the school community with respect
- Follow the three school rules at all times
- Use their internal monitoring system (ie Five Point Scale) so that they can use individualised strategies to support positive behaviour throughout the day
- Use the identified spaces (sensory room / ELSA support room) to help to

regulate if behaviour becomes dysregulated so that challenging behaviour does not impact on the learning or safety of others

Behaviour In Class

The following are the steps that can be taken to support positive behaviour and reduce disruption or unsafe behaviour within a lesson or activity. These steps can be move through in succession from Step 1 or can be started at a later step for more serious behaviors:

Step 1

- Use de-escalation techniques and positive language for positive behaviour
- Use strategies to divert (move seat/step outside/stand to the side for two minutes)
- Tell student specifically what they are doing wrong and what they need to do to change this

If this does not alter the behaviour, move to step 2

Step 2

- Remind the student of the desired behaviour
- Remind the student of the consequences of continuing with the current behaviour choice
- Provide students with one final chance to engage positively
- Ask the student to step outside of the room or away from the activity to allow others to continue to learn

*a behaviour consequence can be applied at this stage if appropriate (see sanctions section). If this does not alter the behaviour move to step 3

Step 3

- Exit the student from the class and send to the duty staff member
Student to reflect on their decisions
Afterschool detention set – community service or learning support
- If the students refuse to Exit, move to Step 4 and call the behaviour support duty staff who will come and remove the student from the activity so that the rest of the group can continue to learn.

* Duty staff member will discuss the behaviour with the student, keep the student until the start of the next session and prepare the student to re-engage with learning

If this does not alter behaviour or behaviour escalates, move to step 4

Step 4

- If behaviour continues to escalate despite SEND adjustments a short period of isolation may be needed and a meeting with parents will take place

Step 5

Further escalations or repeat behaviours may result in suspension from school

**Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the student has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified) that may be influencing behaviour and reasonable adjustments have not yet been made, has been subject to criminal exploitation, or is experiencing significant challenges at home.*

Sanctions

The sanctions we may use when students do not behave will vary according to the incidence of misbehaviour. Obviously, most misbehaviour will be dealt with by a few words and the matter put right. In some instances, there might be some extra work to do at home. In more severe cases a detention might be used – either at break, lunchtime or after school. If an after school detention is used then parents will usually be given twenty-four hours' notice. Only in the most severe cases, suspension from school would be used in accordance with the school policy and DFE guidelines.

Within School there are a number of examples of strategies that are available to staff when dealing with instances of poor behaviour, including, but not limited to:

- Assessing the current situation to ensure that learning needs are being met
- Moving a student's position in class
- Providing students with a prompt
- Repetition of work
- Break, lunch or after school detention
- Community Service
- Exit from lessons
- Period of Isolation on school site
- Suspension (see Suspension policy)

Detention

The use of detention aims to ensure that there is a consistent and timely approach to ensuring appropriate sanction for breaches of conduct of the school rules. There are a number of detention types that can be used to address breaches of behaviour at levels appropriate to the misdemeanour:

- Loss of social time at break time
- Loss of social time at lunch time
- Afterschool detention

During the detention a suitable activity aimed at reducing the need for further sanctions, reengaging with learning, reconnecting with staff or making reparations to the community should be put in place so that the time is spent meaningfully in support of positive future behaviour outcomes.

*Sanction applied will be appropriate to the misdemeanour and the individual. School staff may make reasonable adjustments for students who, due to their additional needs, are unable to manage some of the consequences outlined in this policy.

Reasonable adjustments will be made at the advice of the SENDCO in collaboration

with the teachers and other staff working with the young person.

Suspension Stages Ladder

When a student's behaviour becomes a serious cause for concern the school will use the following disciplinary levels to let the student, staff, parents and Governors know how the behaviour is moving towards a possible permanent exclusion from the school. Placing a pupil on a disciplinary stage is not therefore a punishment in itself but expresses the seriousness of the school's concern.

The stages become progressively more serious as behaviour deteriorates further and finally results in permanent exclusion.

Suspension Stage	Examples of Use	Length	Follow-Up Actions taken to support the students' readmission
Internal Isolation: Stage 0	Used to reset student behaviour following their removal from a lesson for lack of compliance or disruptive behaviour.	Up to 1 day	Meeting held between students, parents and member of staff. Classroom to create a Positive behaviour plan
Fixed Term: Stage One	Used where a pre-suspension warning has proved insufficient or for a significant misdemeanour. Examples include repeated failure to attend repeated detentions, rudeness to staff, swearing at staff, violence, or threats of violence to others, defiance, bringing the school into disrepute and cyber abuse	1 – 2 days. Work is provided for completion at home.	At the re-admission meeting, a Post Suspension Report Card is issued, setting and monitoring targets. A letter is sent home summarising the agreed actions between home and School. Failure to complete the Report shows lack of co-operation with the school and risks further fixed period suspensions.

Fixed Term: Stage Two	Used in any instance where a longer suspension is thought appropriate, for example on-going defiance, or for students who have already been issued a Stage 1 Suspension and repeat the similar undesired behaviour or actions.	Normally two to five days. Work is provided for completion at home.	At the re-admission meeting, a Post Suspension Report Card is issued, setting and monitoring targets. A letter is sent home summarising the agreed actions between home and School. Failure to complete the Report shows lack of
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			co-operation with the school and risks further fixed period suspensions
Fixed Term: Stage 3	Used for those who are responsible for a significant act of indiscipline or for students who have already been issued a Level 2 Exclusion and repeat the similar undesired behaviour or actions. Examples include: an act of vandalism to or theft of School property, significant bodily harm to another student, continued on-going defiance, intimidating and threatening behaviour to staff.	Normally three to five days, but can be longer if appropriate. Work is provided for completion at home.	At the re-admission meeting, a Post Suspension Report Card is issued, setting and monitoring targets. A letter is sent home summarising the agreed actions between home and School. The LA is informed of escalating behaviour and risk of Permanent Exclusion. An Emergency Annual Review may be called to discuss possible placement breakdown.
Permanent: Stage 4	Used for those who have carried out an act that has put the health and safety of themselves or others at significant risk, for those who have carried out an act of serious breach of this policy, or for activities such as personal illegal drug use or suspected drug dealing. Also used for students who have already been issued a Stage 3 Suspension and repeat the similar undesired behaviour or actions and are displaying on-going defiance.	Immediate and permanent	No readmission. Parents are informed. School informs Local Authority within 24 hours of our decision to PEX. From the 6th day onward, the Local Authority is responsible for student's education. All Permanent Exclusions are subject to LEA and DfE guidelines.

The intention of the system is to promote good behaviour by providing students with the chance to improve on their behaviour, and therefore, consistent good behaviour, for at least one whole school term, which will result in the student moving back down to the previous level. All students, over time, will be able to be removed from an official behaviour level.

It is worth noting that:

- Any level may be used at any time.
- A level may be repeated a number of times if appropriate with a longer suspension applied at each repeat.
- This policy operates in conjunction with the SEN Code of Practice.
- Parents of students who are to be suspended will be informed by letter and whenever possible by telephone as well; and informed of their right to make representation to the school governors, where appropriate.

All suspensions will be followed by:

- A Reintegration Meeting with the student and Parent and a support plan to encourage a fresh start

Teachers' Powers

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants. Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school. Teachers have a legal power to impose detention outside school hours. Teachers can confiscate students' property.

Searching

School staff can search a pupil for any item if the pupil agrees:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol or illegal drugs
- stolen items
- tobacco and cigarette papers and vapes (all types)
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
- to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.