



## Behaviour Policy

## Key Points and Summary:

This policy expresses the ethos of Headstart School in terms of the rights of teachers and students in relation to behaviour for learning. It outlines the roles of staff regarding the maintenance of standards of behaviour. It explains the rewards and sanctions strategies and procedures and outlines the training and support available for staff regarding behaviour management.

Approved by: N Dann  
Approved on: 12 Jan 2015 Reviewed July 2015,  
July 2016, June 2017  
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Responsibility for review: A Humphrey/ C Belchem

# 1. Introduction and Statement of Intent

This Behaviour Policy reflects the shared beliefs, values and attitudes of Headstart's vision. It is underpinned by the following non-negotiable rights:

- the teacher has a right to teach and the students have a right to **learn**
- in a safe and secure environment
- students have the right to **engage** in all activities to the best of their ability
- everybody has a right to be treated with dignity and **respect**

We aim to ensure that we assist our students to manage their behaviour to enable them to experience success in their learning, aiming to create a positive ethos where students are considerate and supportive of each other.

Headstart defines acceptable behaviour as that, which promotes learning, engagement and respect from all students in terms of their relationship with other students within and outside Headstart and with Headstart staff and visitors. Unacceptable behaviour includes all forms of bullying, including cyber bullying, physical and verbal abuse and intimidation.

We aim to foster a culture of positivity and praise for effort and achievement. Self-esteem and self-belief are learned and reinforced by the everyday experiences of our learners. *“Do use the language of success; the language of hope; the language of possibility; the language of affirmations. Do remove the language of failure; the language of blame.”*

Mike Hughes 2002

We aim to respond to students in a consistent manner and to make clear Headstart's expectations and the consequences of poor behaviour and the outcomes of our choices, both positive and negative.

We encourage a positive relationship with parents, carers and other stakeholders to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.

We nurture and encourage all students to learn to take responsibility for their own behaviour and accept the consequences of their actions.

We ensure that staff are supported and trained in the application of this policy and that they model positive behaviour.

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## 2. Scope and applicability

The policy refers to the behaviour of students in all areas of Headstart School and also beyond such as at college, in work placements, educational visits, sporting events and representing the school in the local Community. This may also include periods when students are travelling to and from school. Examples of unacceptable behaviour outside school could include behaviour which presents a danger to students, staff or members of the public, behaviour including inappropriate use of media e.g. cyberbullying.

### REWARDS

Praise begins with frequent use of encouraging and positive language and gestures in all areas of the school so that positive behaviour is instantly recognised and positively rewarded.

We aim to provide a variety of rewards. These include contact with parents/carers through 'congratulations' and 'good news' postcards home, letters and phone calls. Certificates are also awarded in assembly for a range of achievements including attendance and contribution to the Headstart 'community.'

Headstart utilises an electronic rewards system called **School Pod** through which students are awarded 'points' for achievement, effort, contribution and attendance. It is very important that we recognise positive behaviours as well as resolving the negative. Points can be set to reward a specific behaviour. These points can be exchanged for prizes.

#### Green 10 points

- Attendance/punctuality
- Task – Positive attitude to learning
- Behaviour
- Determination
- Brilliant work
- Encouraging others
- Good communication
- Independent thinking
- Good problem solving skills
- Effective Participants
- Managing own behaviour
- Good manners and politeness
- Completing work despite challenges

#### Yellow 5 points

- Attendance/punctuality
- Quality of work
- Working with others
- Mainly good attitude to learning
- Managing behaviour
- Effective Participant
- Good work
- Trying to help others
- Trying something new
- Some independent thinking
- Shows an awareness of problem solving skills
- Able to participate at some points
- Good attempt at managing behaviour
- Some off task behaviour but generally completes most work set

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## **INFORMAL REWARDS linked to School Pod**

Within each key stage a supplementary reward system will be worked alongside and closely linked to the overall reward system, School Pod. The recommendation would be that these are devised according to individual needs however will require the earning of points on a percentage basis to that which can be earned in a week. This, therefore, allows for minor lapses. These points can be used for additional rewards beyond School Pod such as Friday rewards.

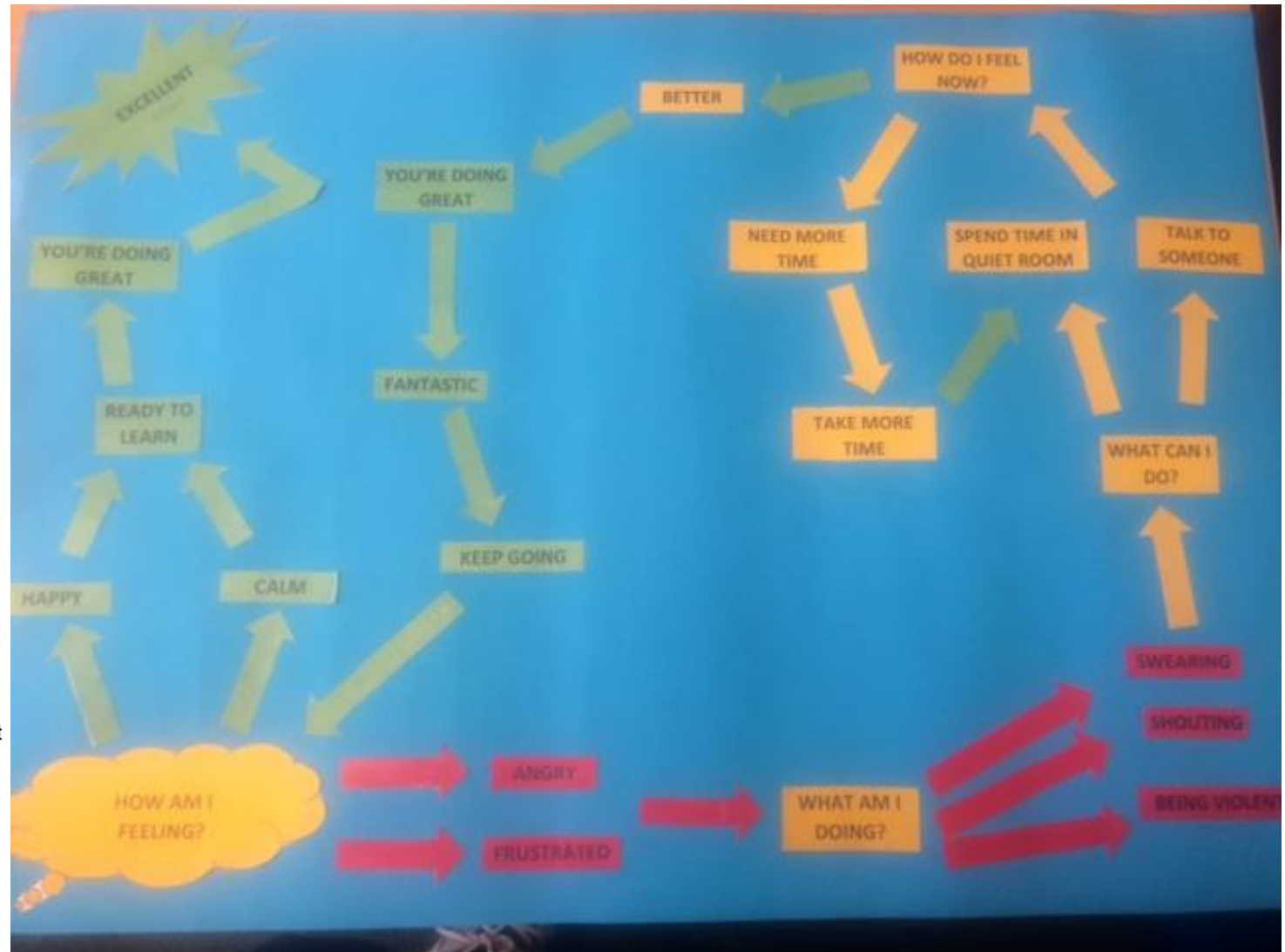
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## **SANCTIONS**

### **Internal Isolation**

For more serious breaches of expectations within or beyond the classroom, students can be placed in internal isolation. This sanction is also utilised when students have repeatedly struggled to manage their behaviour. In Isolation, students are removed from their peers for a period (usually a day) mainly at the library however according to the need of the student. The student will complete literacy, numeracy and project work and are given the opportunity to reflect on the reason(s) they are in Isolation. The absolute main emphasis is on restorative practice and mediation. Students may spend time with their tutor and other key members of staff, which could include the member of staff involved in the issue that triggered the isolation. A re-integration programme and strategy plan will be drawn up, alongside any reviews or amendments to risk assessments and provision. **There may well be sessions within the isolation period on self-esteem and/or anger management.**

### **Fixed term exclusions**

An exclusion is an absolute last resort, however, if required it will be for a fixed amount of time. Students can be excluded as a result of violent, aggressive or abusive behaviour, dangerous activities/serious misconduct which threatens the safety or wellbeing of members of Headstart School or which may bring Headstart into disrepute.

Exclusions can be sanctioned only by the Executive Head or Head of School. The period of exclusion is usually 1 day in the first instance. Exclusions of 5 or more days have to be approved by the Executive Head. A re-integration meeting will be held by the parents/carers before the student returns to school which will reaffirm Headstart's commitment to working with the student, reach agreement on expected future behaviour and agree strategies to support the student.

## **MONITORING**

All behaviours both positive and negative are recorded daily on School Pod. Weekly analysis of this data is carried out by tutors with individual students during weekly tutorials. Termly monitoring should be noted by SLT who would decide on any amendments to policy and practice which may need to be implemented.

## **RESTORATIVE PRACTICES**

Headstart School recognises the importance of restorative practices in helping it to maintain appropriate levels of student behaviour. All Staff should be trained in restorative practices with Headstart developing systemised strategies which will form part of the process which follow up sanctions.

## **SUPPORT STRUCTURES**

Headstart School employs a range of strategies to support students in improving their Behaviour. These include:

- enhanced classroom support

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- reports – target cards, target books or electronic forms (promote positive behaviour)
- behaviour contract
- contact with parents/carers/social workers
- changes of grouping
- curriculum alternatives
- peer support
- anger management sessions
- referral to the school therapy assistant
- instigation of a revised strategy plan
- liaison with agencies working within and beyond the school such as Child and Adolescent Mental Health Service (CAMHS), Anti-bullying support, Childrens Services, Substance abuse agencies, Police Liaison Officer, Occupational Therapist, Speech and Language Therapist and many more.

## DEVELOPING STAFF CAPACITY

Headstart is totally and unreservedly committed to developing its staff's capacity for managing the behaviour of its students. It has an ongoing programme of staff training to meet needs of individuals and the very nature of the specialist provision provided by Headstart school. We regularly review policy and practices regarding student behaviour, consulting fully with a range of stakeholders. We utilise Performance Management to identify training needs and are committed to coach and support staff to enhance their professional practice. Lesson Observations take place on a regular and consistent cycle and behaviour management is a focus of these observations. The observer seeks to support and guide staff in all aspects of good-outstanding behaviour management so that students feel safe and protected in all lessons and that the focus in all classrooms is the learning that is taking place.

## 4. Responsibilities under the policy

The **Executive Head** will establish, in consultation with the Head of School, Senior Leaders, staff, students and parents/carers and social workers if appropriate, the policy for the promotion of good behaviour and keep it under regular review. It will ensure that it is communicated to the identified persons, in a non-discriminatory manner and that the school's expectations about student behaviour are clear. All staff will support the school in promoting high standards of behaviour and empowering students to achieve this.

The **Head of School** will be responsible for the school's policy and procedures and may delegate aspects of its day-to-day implementation and management to a designated member of the school's leadership team.

Support for staff faced with challenging behaviour is also an important responsibility of the leadership team. The Head will also ensure that senior members of staff have a visible presence around the school to support colleagues in maintaining a positive learning environment.

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The **Senior Leader with responsibility for behaviour**, will review and update the policy annually or when deemed appropriate by the Executive Head/ Head of school. This will involve consultation with a range of stakeholders. A member of SLT will analyse behaviour data termly to identify issues and trends and amend policies and practices accordingly and will report to Executive Head/Head on issues relating to behaviour.

This policy, its contents and actions, is shared among all staff so that it is clear, meaningful and generates consistency and continuity from all members of the Headstart School.

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