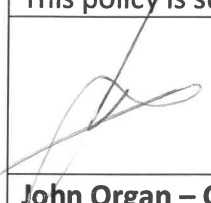



## Managing Behaviour Policy



<b>Date policy approved by Governors</b>	<b>6 February 2019</b>
This Managing Behaviour Policy replaces all previous Managing Behaviour Policies and references to the Managing Policy in other policies and documents from the implementation date set out below.	
<b>Date policy to be implemented</b>	<b>February 2019</b>
<b>Manager/s responsible for policy review</b>	The Headteacher
<b>Date of next review</b> This policy is subject to annual review	February 2020
	
<b>John Organ – Chair of Governors</b>	<b>Alice Redfearn - Headteacher</b>

Horatio House aims to provide a safe, enjoyable and stimulating learning environment which will enable all pupils to reach their full potential academically, socially and as active citizens.

### Aim of the Policy

The aim of the policy is to promote positive behaviour in order to address the challenges pupils have in regulating their behaviour and establish an environment in which learning can take place.

### Principles for Managing Behaviour at Horatio House

We believe that

- behaviour is a language
- all children and young people are of equal value and will be respected and supported appropriately;
- all children and young people will improve their behaviour
- all children and young people will demonstrate measurable progress in their learning;

We will do this through:

- promoting good behaviour, self-esteem, coping strategies and self-discipline, to encourage all students to develop relationships based on mutual respect and considerate behaviour;
- understanding that different children have different underlying causes/reasons for their behavioural difficulties and therefore need a tailored response to overcoming those difficulties, whilst ensuring fairness of treatment for all;
- creating an orderly and safe working environment free from disruption, violence, bullying and any form of intimidation or harassment, where staff, pupils parents and partner agencies can work together;
- taking care of the health and safety of every child;

- promoting early intervention, using a restorative approach to managing behaviour and supporting each other to achieve this;
- developing a relevant and challenging curriculum which is flexible to the different needs of each individual, enhances learning and self-esteem and which reinforces positive behaviour and high standards;
- using the school environment to encourage good behaviour, including displays of work and certificates of achievement
- constantly work to ensure all pupils are free from all forms of bullying and harassment

Our belief is that young people's behaviour is a reflection of their personal wellbeing. All our pupils are placed at Horatio House as a result of challenges in coping with conventional behaviour management in mainstream settings. Therefore we do not have a set of specific sanctions as a consequence for specific behaviours. Instead our approach is underpinned by three fundamental principles.

## **Expectations of Pupil Behaviour**

At Horatio House, we expect pupils to:

- Do their best
- Speak to others as they would wish to be spoken to
- Treat others as they would wish to be treated

The following are explicitly not permitted and will always be responded to:

- Mobile phone use
- The consumption of energy drinks
- The use of foul and/or hate-based language
- The use of aggressive language
- Disruption of the learning of others
- Violence
- Bullying, threats or intimidation
- Alcohol or substance misuse
- Smoking anywhere on site
- Damage to or theft of property
- Bringing the name of Horatio House/The Great Yarmouth Community Trust into disrepute

## **Roles and Responsibilities**

Good behaviour is everyone's responsibility. Responses to emerging behaviour issues will always be restorative in the first instance and will be incremental according to the level of poor behaviour as follows in accordance with individual needs of each pupil:

- It is each teacher's responsibility to put in place strategies to develop and manage positive behaviour in their classroom setting.
- For support in general classroom behaviour management seek assistance from the Behaviour Lead Teacher who will offer advice and guidance including where appropriate observation and team teaching to introduce supportive measures.

When the behaviour of an individual or a group of pupils is deemed unacceptable by the adult responsible:

- It is the role of the class teacher or responsible adult, with the support of the teaching assistant (when applicable) to challenge poor behaviour in a positive and calm manner.
- If the behaviour cannot be moderated or resolved in class, The Behaviour Lead Teacher, or a member of senior leadership should be asked to intervene. It may be appropriate for another trusted adult to become involved at this stage.
- Any persistent low level poor behaviour (for example throwing pens/books, kicking furniture etc), must be reported to the daily briefing at the end of that school day.
- Significant incidents of poor behaviour must also be documented on an Incident Form.
- Parents and carers must be made aware of developing patterns of poor behaviour as well as significant incidents.
- Multi agency involvement may be considered for pupils with persistently challenging behaviour.

#### Staff will

- ensure that pupils can learn in a safe environment that is free from unchallenged poor behaviour.
- be trained in Norfolk Steps, refreshed every two years, to enable them to be confident about using the required skills and techniques to keep pupils on task and learning appropriately.
- be fully aware of individual pupils needs and use appropriate behaviour management strategies to engage and encourage them to take part fully in lessons.
- follow all the procedures outlined in the anti bullying policy, should any incidents of bullying arise
- conduct themselves professionally and model the behaviour expected of pupils at all times
- continually reflect on their own practise, sharing their successes and challenges with colleagues in a supportive and developmental environment
- use appropriate teaching styles and activities to promote active learning;
- set learning targets that are realistic and achievable yet are demanding and challenging;
- ensure pupils receive appropriate support to achieve these targets.
- ensure they are fair and implement policies including the anti bullying policy consistently.
- follow up all reported incidents

#### Staff will avoid:

- the use of sarcasm;
- personalising poor behaviour;
- making threats or promises that cannot be met;
- over reaction;
- being inconsistent and unfair.

#### Some key principles in classroom management

- Establish clear, simple and effective routines that pupils can understand, remember and follow.
- It is very important for teachers to intervene quickly when unacceptable behaviour starts. If the behaviour can be quickly diffused the lesson may be able to continue without any other action being taken.
- Stay calm, avoiding disputes when possible. If a dispute arises between a staff member and pupil the adult must model the behaviour we expect of pupils and demonstrate self-control;

- Be fair and be prepared to justify the action taken even if the pupil is unable or unwilling to accept the explanation; separate the pupil from the audience, talk quietly and privately within the classroom or let the pupil know you will see them later, making this clear to the pupil and the rest of the class;
- catch pupils being good, give praise;
- be assertive but call on the Behaviour Lead Teacher if necessary should in class responses not succeed

Staff will manage behaviour using an approach of de-escalation, positive reinforcement and restorative principles.

The Leadership Team and Behaviour Lead will:

- Set high standards for behaviour management
- Ensure that student profiles are maintained for all staff to access, detailing strategies to use.
- Advise and support colleagues
- Visit classrooms Lead and contribute to innovations
- Monitor staff and students through regular line management meetings (Leadership Team)
- That the importance of behaviour is embedded within SMSC provision.

Governors will:

- Advise and support with school with the behaviour policy
- Review school policies and monitor behaviour through reports presented to Governors
- Visit the school to observe the Behaviour Policy in action

## Consequences

These are applied in accordance with our underlying belief “that different children have different underlying causes/reasons for their behavioural difficulties and therefore need a tailored response to overcoming those difficulties”. We also believe that if sanctions alone were effective, then the pupils would not be in our provision.

As a result sanctions will not be used unless they are likely to contribute to an improvement in behaviour, or where they are necessary to ensure the safety or good behaviour of others. The below are available to the Behaviour Lead Teacher only after full investigation, consultation and alongside the restorative response:

- Reduced break times for example when unstructured periods lead an individual to display unacceptable behaviour
- Use of reparation sessions after school
- Internal seclusion (which can range from taking a few minutes to calm down to spending entire lessons working separately from other pupils, under supervision) for example if a pupil’s behaviour persistently disrupts the learning of others.
- Fixed term exclusion for example if a pupil’s behaviour is deemed by the Headteacher to be placing themselves or others at danger of harm, or if all other measures to modify the behaviour have proved unsuccessful

A re-admittance meeting following the expiry of any fixed term exclusion will be arranged by the school for when a student returns from a period of exclusion. The meeting will establish a risk assessment of the student and identify the resources needed to provide the necessary support to the student and targets for the student to work toward.

Permanent ending of a placement at Horatio House is an absolute last resort, will only be used in the most extreme of circumstances and only where we are convinced that the behaviours leading to its consideration are such that we have exhausted all other means. Even then it will only be considered if all other means of moving the pupil to another provider without exclusion have proved fruitless. Only the Headteacher has the power to permanently end a pupil's placement. In such cases a parent/carer will have the right to appeal this decision.

## **Physical Intervention**

Staff will not use physical means in order to manage pupils. Physical contact should be avoided and is only acceptable in the following circumstances

- shaking hands, most usually at the conclusion of a restorative intervention
- "safe hugging" in circumstances as prescribed in Norfolk Steps training
- "caring C's" hand position when keeping pupils safe as prescribed in Norfolk Steps training
- When pupils are a danger to themselves or others and restraint is the last resort when all else has failed.

## **Significant Breaches of the Policy**

Any significant breaches of the Behaviour Policy by pupils and staff/visitors while in school will be recorded and reported to senior leadership, or the Chair of Governors for breaches concerning the Headteacher.

