



Hampden House PRU

Behaviour and Discipline

Policy

Adopted by the Management Committee on:

Signed:

Date: June 2018

Chair of Management Committee

Review date: June 2019

Member of staff responsible for review: Headteacher

Hampden House Behaviour and Discipline Policy.

Context

At the heart of our work with children who have Social, Emotional and Mental Health (SEMH) needs, is the belief that children and young people are responsible for their individual behaviour, both in their relationships with others and in their attitude and application to learning.

This policy advocates a unified approach to Behaviour and Discipline that applies to all. Each member of the Hampden House community has a right to feel safe and valued. Each member has a duty to uphold the policy.

The Behaviour and Discipline Policy links with other key policies to promote the 24 hour learning experience, in particular the Safeguarding policy and Anti-Bullying policy.

AIMS

The aims of the policy:

- to promote acceptable and appropriate behaviour
- to enable all children to learn and achieve
- to promote children's personal, social and emotional growth
- to prepare children for adult and community life
- to familiarise children with expectations of mainstream school
- to promote a positive working atmosphere
- to accept diversity in others
- to secure the support of parents/carers

OBJECTIVES

These aims will be best achieved by:

- providing a behaviour management structure with strategies for improving children's behaviour
- providing clear guidelines on standards of behaviour expected by Hampden House
- ensuring that parents/carers and students fully understand Hampden House's expectations of work and behaviour
- encouraging the highest standards of behaviour through fair systems of behaviour management
- helping students make informed choices and to take responsibility for their own behaviour and actions
- promoting tolerance and respect for others and their property
- recognising the values of honesty, fairness, trust and courtesy
- showing respect for the rights and values of others, regardless of race, gender beliefs or abilities
- rewarding achievement and success

- expectations of good behaviour by appropriate sanctions and restorative work
- providing a curriculum that is relevant, challenging and well taught
- providing all students with both an Individual Education Plan and Care Plan that outline targets for learning and behaviour with an emphasis on meeting individual needs
- ensuring that staff manage children's behaviour in a consistent approach
- ensuring that the management and organisation of the School is conducive to good behaviour
- engaging the support of parents/carers by asking them to
- reinforce at home the standards laid out in the School's policy
- support the School in any disciplinary actions that may be taken as a consequence of poor behaviour
- support the Home/School agreement
- create a safe environment
- meet the needs of the Statement of Purpose, Values and Ethos

ROLES AND RESPONSIBILITIES

All members of staff will challenge unacceptable behaviour and language. The school expects that all will:

- be good role models and set good examples of behaviour and respect in their manner of communication, authority, co-operation and compliance with the Policy
- develop positive, supportive and respectful staff-student relationships
- identify and address behaviour that is in conflict with the Policy
- help students to recognise and change unacceptable behaviours
- support colleagues in challenging unacceptable behaviour
- contribute to an inclusive working and learning environment.

The Management Committee will monitor Hampden House's management of discipline and behaviour as part of the Development Plan. It will play an active role in working with the Head Teacher to create a safe learning environment, establish sound discipline and promote success and achievement.

The Headteacher has the overall responsibility of maintaining discipline and good behaviour within Hampden House to ensure the health, safety and welfare of all who are part of the PRU community and will:

- Support staff, students parents/carers in promoting a consistent and positive approach to behaviour management
- Manage and maintain a safe working environment for teaching and learning
- Ensure that the curriculum promotes good standards of work and behaviour
- Reinforce good practice in teaching to promote learning and achievement
- Keep records of all reported incidents that occur in the PRU
- Supervise agreed sanctions for breaches of discipline
- Report to the Management Committee on the effectiveness of the policy.

Managing the behaviour of the students at Hampden House is the responsibility of all the adults who are employed to work directly with students. The policy expects staff to:

- Maintain consistent, acceptable standards of behaviour
- Plan activities that are appropriate to the needs and abilities of all students within the class
- Prepare resources required for an activity beforehand
- Keep secure and safe any potentially dangerous implements
- Encourage enthusiasm, active participation and co-operation
- Arrange the environment as appropriate to the needs of individual and group working styles
- Be punctual, prompt and orderly in starting and concluding sessions particularly at times of transition
- Ensure that children and supporting staff understand lesson targets and timescales
- Communicate in a clear and concise way to give information and instruction
- Expect children to respond to instructions and tasks
- Adapt and differentiate according to developments within the session
- Deal with the demands of the lesson and class in a calm and assertive manner
- Use positive behaviour strategies to encourage good behaviour
- Reinforce good work and behaviour by praise and reward
- Recognise early signs of problems and take appropriate preventative measures.

Parents and carers accept the principles, expectations and rules of the Behaviour and Discipline Policy. The PRU helps all parents to work with staff to establish consistent boundaries for behaviour at home and at school. Parents and carers are viewed as partners with whom good working relationships are established.

Managing Challenging Behaviour

As well as operating a rewards and consequences system Hampden House operates strategies for managing challenging behaviour and displays of anger based on understanding triggers and moods.

At trigger point

- Allow children to walk away and take time out
- Consider whether it is worth dealing with the situation there and then, or deal with it later
- Acknowledge the fact that the child is in difficulty and promise some time to talk later
- Ask low key questions
- Use distraction

During escalation

- Encourage child to stop and take deep breaths
- Remove from the scene to reduce the audience
- Allow child time out

- Stay calm and keep a low quiet voice
- Keep talk to a minimum

During rage

- Ensure child and staff safety
- Remove from audience, or remove audience
- Avoid confrontation
- Consider whether containment is necessary
- Allow a safe exit

During the de-escalation period

- Encourage child to bring down the physiological symptoms – breathing, mirroring, talking calmly, reassurance.
- Avoid being too judgemental
- Ask child if they need anything and respond if appropriate
- Allow the to work on their own if appropriate
- Use the lighthouse room or students support room as a step back into class or activity.

Long term

- Consider whether restorative work needs to be done
- Use end of day debrief to consider changing any working practices/procedures that may have contributed to the situation.

Restorative approach

Wherever possible Hampden House will seek a restorative approach to all incidents. This process does not assign blame but encourages children to look at their own and others behaviours with a view to providing a positive outcome for all involved. Children are asked to be accountable and reflective using the following questions:

- What happened
- How they felt at the time
- Who was affected by what happened
- What needs to be done
- What could be done differently in future

USE OF RESTRAINT

The safety of students and staff is paramount. Staff will adhere to the Code of Conduct in the Staff Handbook. However where students' behaviour is considered to pose a significant risk of harm or injury to themselves, to others or to property, physical restraint may be used. All members of staff who work directly with students will have received appropriate training as approved by the County Council in dealing with violent or dangerous behaviour. The safety of all is seen as paramount. Parents are informed as soon as possible, and the incident recorded on the Sleuth system.

Staff are expected to seek and record the child's view and feelings after restraint is used.

SEARCHING STUDENTS

Under the Education Act 2011 the Headteacher or staff authorised by him has the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. At Hampden House we interpret this as including students' bags and the contents of boarders' bedrooms. Prohibited items are:

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

This power will be exercised rarely and with caution. There must be two members of staff present, at least one of whom is the same sex as the student in question. If it is felt appropriate, for example if the student is carrying a weapon and presenting a risk to the staff attempting to conduct the search, the student will be detained and the police called.

The headteacher and staff authorised by him can also search with consent from the students for banned items. At Hampden House these include:

- mobile phones and other electronic devices that have not been handed in on arrival
- energy drinks
- chewing gum and bubble gum
- any items brought from out of school that are likely to cause disruption or distraction

If a member of staff suspects that a student has a banned item in his possession they can instruct the student to turn out their pockets or bag and if the student refuses the teacher can apply an appropriate consequence.

All searches of students and/or their possessions must be recorded by the member of staff conducting them on the Sleuth behaviour monitoring system.

RECORDING INCIDENTS

Hampden House uses the Sleuth behaviour monitoring system to record and track behaviour events, both positive and negative. Staff are expected to record all negative incidents that go beyond the usual in-class strategies such as warnings and time out. The information entered on Sleuth will be used by the Headteacher and SLT to monitor trends, inform positive interventions and strategic decisions, and report to the Management Committee. Staff will have an introduction to Sleuth as part of their induction, with regular updates to all staff ensure best practice.

RULES, REWARDS AND CONSEQUENCES (SANCTIONS)

Hampden House PRU has an agreed set of Rules, Rewards and Consequences, which have been devised in consultation with staff and students, and are attached as an appendix to this policy, along with more detailed guidance notes for staff. Staff are expected to apply these consistently, and to use the agreed language and terminology. The term “Consequence” is preferred to “sanction” or “punishment”, as it makes explicit that we are teaching our students that the relationship between behaviour and the effects of behaviour is one of cause and effect.

FIXED-TERM AND PERMANENT EXCLUSIONS

The Headteacher has the authority to exclude a child from Hampden House on a fixed term or permanent basis. When giving an exclusion, the Head Teacher will inform the parent/carer immediately to give reasons. A letter will follow to confirm details and advise parents/carers about the appeal procedure, including how to make such an appeal. When excluding a student the headteacher will adhere to the DfE guidance: <https://www.gov.uk/government/publications/school-exclusion> .

“Treat everyone as you would like to be treated”

Rules

- **Follow instructions from all staff**
- **Allow others to learn without interruption**
- **Keep hands, feet and objects to yourself**
- **Speak kindly, without swearing, shouting, name-calling or answering back**

Rewards

School

- Verbal praise
 - in class
 - in assembly
- Merits for very good work, effort or improvement
- Praise postcards home for:
 - 25 merits
 - outstanding work
 - outstanding improvement
- Certificates in assembly
- Treats (such as hot chocolate at break)
- Personalised rewards (see Behaviour Plan)



Traffic lights

School staff will tell care staff how students have been during the day.

When students have behaved well Senior Care Staff can move students up the scale from Red 1 to Red to Amber to Green.

This will affect the activities and rewards available to students in the evening.

Care

- Verbal praise
 - one-to-one
 - in assembly
- Personalised rewards (see Behaviour Plan)
- Traffic lights



Consequences

School

- Verbal warning (“three chances”)
- Minute of catch-up time added (break, lunch or after school)
- Time out
- Communication with parent / carer

Care

- Verbal warning (“three chances”)
- Time out
- Traffic lights

Severe Incidents (School and Care)

eg. bullying (including racist and homophobic language), false fire alarm, violence, severe damage to property

- Internal exclusion
- Exclusion

Traffic lights

School staff will tell care staff how students have been during the day.

Senior care staff will decide whether students move up or down between Green, Amber, Red and Red 1.

This will affect the activities and rewards available to students in the evening.

Consequences – Guidance for Staff

School

- **Verbal warning (“three chances”)**

Staff should make it clear that they are giving a first, second or third warning.

- **Minute of catch-up time added (break, lunch or after school)**

When a student does not comply after three warnings they lose a minute of their time. This is totalled and applied at the end of the session or day. It is important that all staff are seen by the boys to be responsible for behaviour in their area. To that end this consequence is specific to the classroom environment.

- **Time out**

This can include being removed from an activity, from a group or from the room for a short time (no more than 5 minutes).

- **Communication with parent / carer**

This can be a conversation with the parent with or without the student present

Care

- **Verbal warning (“three chances”)**

Staff should make it clear that they are giving a first, second or third warning.

- **Time out**

This can include being removed from an activity, from a group or from the room for a short time (no more than 5 minutes)

- **Traffic lights**

There will be a separate chart explaining what privileges come under each colour

Severe Incidents (School and Care)

eg. bullying (including racist and homophobic language), false fire alarm, violence, severe damage to property

- **Internal exclusion**

This will be arranged at need subject to availability of staff and a suitable space

- **Exclusion**

Fixed term exclusion is likely to be applied in cases of assault of staff or students, severe damage to property such as broken windows or vandalism of staff cars, persistent bullying, persistent and severe disruption

Traffic lights

The traffic light system applies only to the residential students.

Consequently, and particularly as the number of day boys increases, this system should be operated by the care staff only.

However, just like a good parent the care staff will apply this system of rewards and consequences based on boys' behaviour during both school and out-of-school time.

Information about the boys' conduct during the school day will be passed to care staff at handover:

School staff will tell care staff how students have been during the day.

Senior care staff will decide whether students move up or down between Green, Amber, Red and Red 1.

Movement between colours rests with the senior care staff.

This will affect the activities and rewards available to students in the evening.

This will be sometimes be dependent on staffing levels and assessment of risk.