



<b>Headstart School Behaviour Policy</b>	
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### **Key Principles that Shape this Policy**

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 and positive behaviour management. It explains the rewards and sanctions strategies and procedures and outlines the training and support available for staff regarding behaviour management.

Headstart school will strive towards developing the social inclusion of all its students, where there is a focus on individual need and where they can successfully take their place as responsible members of society. It aims to incorporate successful transition at all Key Stages and in the preparation and support for independent living and successful post-16 transition.

### **Statement of Intent**

We aim to ensure that we assist our students to gain an understanding of how to manage their behaviour and this will enable them to experience success in their learning through positive environments and experiences. We aim to create a positive ethos where students are considerate and supportive of each other and learn how to build relationships of trust and mutual respect with both peers and staff.

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

#### **Rights and Responsibilities:**

- Pupils have a right to learn
- Staff have a right to teach
- Everyone has a right to safety
- Everyone has a right to dignity and respect

#### **Our Work with Students who attend Headstart is based on the Following Principles:**

- We are mindful that our students are individuals and as such have different needs
- We are mindful that some of our students will require ongoing help and support at all levels
- We are aware students come to Headstart to learn and develop as individuals
- When students are behaving all members of the class can learn and succeed
- When students are learning, their behaviour improves

#### **It is Clearly Understood that:**

- Headstart staff work in an environment based on mutual support, respect and understanding
- It is the duty of all staff to challenge poor behaviour and emphasise our high expectations for students at all times
- There is a focus on reward and positive reinforcement
- We understand that effectively changing behaviour takes time and that we recognise and celebrate small steps
- We accept that there will be disappointments and setbacks

#### **Our Policy is Based on Clear Principals Identified in the Following Guidance:**

- Behaviour and Discipline in Schools - DFE September 2020
- Creating a Culture; How school leaders can optimise behaviour - Tom Bennett 2017



- Mental Health and Behaviour in Schools - DFE November 2018
- Reducing the need for restraint and restrictive intervention - HM Government June 2019

### **Headstart Defines Behaviour as:**

Behaviour is a means of communication and it has a cause and a purpose. Headstart defines acceptable behaviour as that which promotes learning, supports engagement and that which strives for respect from all students, in terms of their relationship with others both within, and external to the school environment.

Unacceptable behaviour includes any behaviour that disrupts learning, and which has a negative impact upon good order across the school; this may include bullying, cyber bullying, physical and verbal abuse and intimidation.

### **Developing a Culture of Success and High Aspiration**

Behaviour management at Headstart is focused on a 'hierarchy of responses' to support those whose behaviour challenges. As part of this, there is a clear focus on fostering 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)

### **Taking Responsibility and Making Choices**

We incorporate models of acceptable behaviour to respond to students in a consistent manner, to clearly define expectations of positive behaviour and to make clear Headstart's expectations. Students are educated as to the consequences of poor behaviour and the outcomes of one's choices, both positive and negative. Where measures are taken to address unacceptable behaviours, these are reasonable, proportionate and necessary ensuring the best needs of the student are of the utmost importance and that they are understood by all concerned.

We nurture and encourage all students to learn to take responsibility for their own behaviour and accept the consequences of their actions. Students are provided with personalised strategies to aid them in managing their own behaviour and to help them recognise emotions/feelings and select the best suited method of working through them.

### **Positive Relationships**

Aligned to our high expectations for behaviour across the school is a focus on the development of positive relationships at all levels. Positive relationships help to build trust between adults and students and supports effective engagement and Behaviour for Learning. We also 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.

### **Scope and Applicability**

This 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 and Consequence Protocols**

At Headstart all staff promote an ethos of positive behaviour. This is achieved through modelling appropriate behaviour and building successful relationships. Staff work on the principle that most inappropriate behaviour can be prevented by taking a proactive role and through the use of de-escalation.

Behaviour Management protocols are based on a clear reward and consequence system that is well understood by students and applied consistently by all staff across the school. When there is a need for consequences, staff aim to ensure that this is seen to be fair, aligned to agreed expectations and is understood by the student concerned.

### **Use of Praise**

Praise begins with frequent use of positive language and gestures in all areas of the school so that positive behaviour is instantly recognised and positively rewarded; as a result, a students' feeling of self-belief and self-worth can be developed.

### **Rewards**

We aim to provide a variety of rewards throughout the school. Staff provide immediate and regular feedback on student work and behaviour and so the first phase of applying rewards will be the kind words of recognition given to students, a well done or other acknowledgement of something that has been done well.

Other types of reward include a positive phone call home, 'good news' postcards, letters home and an arranged meeting with a member of the Senior Team where praise can be shared. Certificates are also awarded in assembly for a range of achievements, including attendance and contribution to the Headstart community that has gone above and beyond normal practice. There is also an opportunity for students to earn a student of the week award and a citizen of the week certificate that would be awarded in the Friday rewards assembly.

### **The following principles underly our approach to giving rewards:**

- Rewards must be consistent and fair. They must be earned and not given easily or on student demand
- All staff have a role to play in maintaining home school communication and ensuring that appropriate praise and feedback is regularly provided
- There is a regular rewards assembly on a Friday that helps to recognise and reward student success and this forms an integral part of our school week
- All staff will use Behaviour watch to track and monitor student rewards (and Consequences)
- In addition to the use of Behaviour Watch, and through the use of student tutorials and behaviour target setting, staff may use rewards that align to these targets and which are appropriate to individual needs

### **Behaviour Watch**

Headstart utilises an electronic system called Behaviour Watch to monitor and track both positive and negative behaviours. Behaviour will be tracked using 4 colours that align to points; Green and Yellow identifies positive recognition whilst Amber and Red indicates less positive behaviours. A Green Award is what all students should be aiming for as it indicates that the lesson 'couldn't really have gone any better', whilst a Red indicates that the student has demonstrated more serious inappropriate behaviours.

Student behaviour is tracked every lesson using the Behaviour Register and during lunch time.

### Using the Points System

Students can earn up to 80p per day; a Green slip is worth 10p whereas a Yellow is worth 5p. Students can save this towards something in the school shop or they can earn points towards a chosen activity or resource. Once students have earned their reward money this will not be taken away unless they damage school property.

### What the student will know – this has been shared in assembly

#### 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

## Green



I put 100% into my effort, focus and behaviour

I respected others in the class- students and staff

I respected the classroom and the equipment

I achieved some great work

#### 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  
Able to participate at some points  
Good attempt at managing behaviour  
Some off-task behaviour but generally completes most work set

## Yellow



I needed some help to focus

I needed some help to keep my behaviour positive and show respect to others and items

I achieved some good work

## Negative Behaviours

Amber



I needed staff to help me with my strategies to keep me focused, calm and safe.

My behaviour was negative and disruptive.

I showed a lack of respect

I was unsafe

**Given when a student's focus has declined**

Red



I needed staff to keep myself and others safe

I hurt others with words or my body

I damaged property

I was seriously unsafe

**Given for more serious misbehaviour**

### 1:1 Support

For more serious breaches of expectations regarding student behaviour within or beyond the classroom, students can be taught 1:1. This support is utilised when students have repeatedly struggled to manage their behaviour. During 1:1 teaching, students are educated separately from their peers for a period, however this will be according to the need of the student and the behaviour demonstrated. The student will complete work provided by their tutor and are given the opportunity to reflect on the reason(s) for the need for 1;1 support.

### Restorative Practice

An important focus across our behaviour protocols is the need for restorative practice and mediation; this is a period for listening and learning to find better ways for the future for students and staff who have been involved in a serious incident or indeed where a relationship has broken down. Restorative practice may be initiated by a form tutor, an appropriate member of the support team or senior leadership team and it may take careful planning over time with a number of key staff, to ensure a solution focused approach is made possible.

### Tracking and Monitoring Behaviour

Teachers or Support Staff will complete an appropriate level for student behaviour every lesson using the behaviour register and this will allow them to track student behaviour in their class and to take appropriate action at the end of every day; this might take the form of a phone call home that may be positive, or indeed be used to inform parents/carers of inappropriate behaviours demonstrated by their child.

In addition, a 'Behaviour Team' works across Headstart to track and monitor student behaviour using data generated by Behaviour Watch. A weekly Snapshot is produced by the team that identifies the number of negative and positive slips that each student has generated for the week and this is used to help inform further action or the need for intervention. Over time, weekly and termly progress will be assessed with the behaviour team and the need further support and intervention discussed. An important role for the Behaviour Team is to work with staff and students to support improved behaviour across the school.

Once a term the Behaviour team meet with Daniel Horan, A behaviour consultant to monitor student progress in behaviour and inform of any more specialist interventions or



support that may be required.

is also to work with the staff team to identify behaviour strategies that will support some of our more complex young people.

An important part of his work

### **Individual Behaviour Support Plans (IBSP)**

On entry to Headstart a range of information will be used to help formulate an Individual Behaviour Support Plan; such plans are informed by the Educational Health and Care Plans, alongside behaviour logs and discussion with parents and appropriate external agencies.

The IBSP is updated at least termly or when there has been an incident of a serious nature, which impacts upon the levels of support and intervention in place for the student. The IBSP is a document that informs staff about student triggers, behaviour strategies and the range of interventions and support in place.

### **Student Risk Assessments**

On entry to Headstart the same range of information will also be used to help formulate a Student Risk Assessment; such assessments are informed by the Educational Health and Care Plans, alongside behaviour logs and discussion with parents and appropriate external agencies. The Student Risk Assessment is used to assess the level of risk associated with working with each individual and most importantly, how the level of risk can be reduced in a range of different situations that the student and accompanying staff may come across. Our ultimate aim is to keep the student and staff safe at all times.

The Student Risk Assessment will be reviewed and updated at least termly, or when an incident has taken place where the level of risk needs to be assessed.

### **Fixed Term Exclusions (See Exclusion Policy)**

A Fixed Term 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 Proprietor or the Headteacher. The period of exclusion is usually 1 day in the first instance. Exclusions of 5 or more days have to be approved by the Proprietor. 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.

### **Intervention and Student Support**

Headstart School works closely with the student, the student's family and the range of agencies involved with the child/family to help identify appropriate support and interventions. At Headstart this may include:

- Enhanced classroom support
- Reports – target cards, target books to help promote positive behaviour
- Behaviour contracts
- IBSP
- Curriculum enhancement
- Individual/Personalised timetables and curriculum offer
- Peer support
- Anger Management sessions

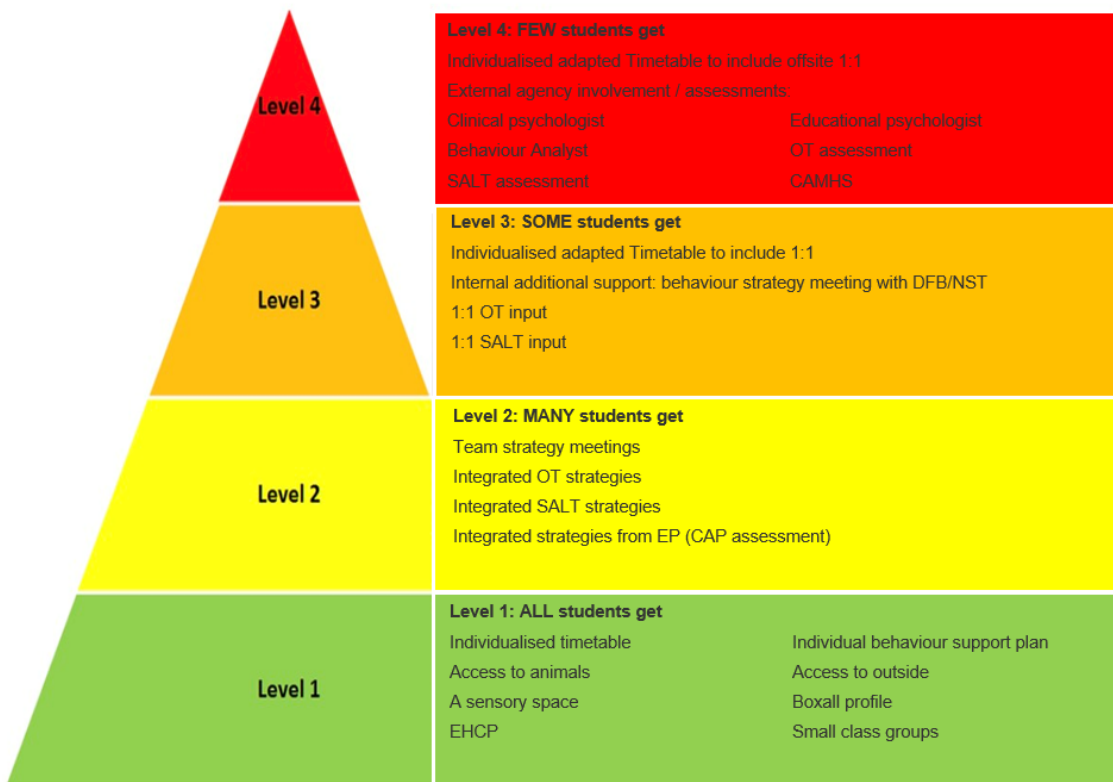




- Referral to appropriate therapies
- Review of Student Strategy Plans
- Liaison with agencies working within and beyond the school such as Child and Adolescent Mental Health Service (CAMHS), Anti-bullying support, Children's Services, Substance abuse agencies, Police Liaison Officer, Occupational Therapist, Speech and Language Therapist and many more

The Intervention Protocols available can be seen in Headstart's 4-Tiered approach below:

**Headstart's 4 Tier Approach:**



**Positive Handling” (See Positive Handling Policy)**

**Team Teach:**

Staff on each site are trained in appropriate positive handling techniques, using the Team Teach approach. Positive Handling is used to ensure that students are kept safe. Positive handling techniques should be used in the manner, which is Reasonable, Proportionate and Necessary. When such incidents have taken place, parents will be informed, and it will be recorded on Behaviour Watch





### **Reasonable Force:**

In an attempt to diffuse a serious incident where the teacher is not 'positive handling trained' then the guidelines based on the use of 'Reasonable Force' is followed. 'Reasonable in the circumstances' means using no more force than is needed.

### **Such guidelines will come into force if:**

- A student is intent on hurting themselves
- A student is intent on causing harm to another student
- A student is intent on causing criminal damage or vandalism
- There is a complete breakdown in school discipline

Where possible, staff will be advised to use the Walkie- Talkie to summon support.

Team Teach promotes the use of effective strategies to de-escalate, diffuse and divert to try to aid students to reduce the risk of crisis and reduce potential instances of conflict or aggression. These measures include:

- Reassurance
- Communication, verbal support and advice
- Clear reminders of expectations and rules
- Daily routine support
- Time out
- Using previous examples of praise
- Adult transfer/ change of face
- Distraction/ redirection
- Withdrawal of individual or others
- Calm talking stance

Positive handling should always be used as a last resort when all other solutions have been used.

### **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 often 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.

### **Responsibilities Under this Policy**

The Proprietor will establish, in consultation with the Headteacher, Senior Leaders, staff, students and parents/carers and social workers if appropriate, the policy for the promotion of positive 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 behaviour are clear. All staff promoting high standards of behaviour and empowering students to achieve this.

expectations about student will support the school in

The **Headteacher** 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.

### **Staff Supervision**

It will be the responsibility of the headteacher to organise support for staff being involved in serious incidents that have included physical assault or injury and to ensure that their well-being is a priority after the incident and in the near future after the event.

The **Senior Leader with responsibility for behaviour**, will review and update the policy annually or when deemed appropriate by the Proprietor/ Headteacher. This will involve consultation with a range of stakeholders. A member of SLT will analyse behaviour data termly to identify issues and trends, amend policies, practices and behaviour support plans accordingly and organise vital training, they will report to Proprietor/Headteacher 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 to promote positive behaviour in a safe and secure environment to allow students to develop to their full potential.