



<b>Headstart School Behaviour Policy</b>	
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Date	September 2019
Version	V2.9 September 2024
Author	Assistant Head – Head of Behaviour
Reviewer	Executive Headteacher
Approver	Governing Board
Date of Approval	September 2024
Review Date	September 2025

### **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.

Well-managed schools create cultures where pupils and staff flourish in safety and dignity. It is particularly important that headteachers lead the creation and reinforcement of this culture, ensuring it permeates through every aspect of school life. Staff should be trained to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly. (DFE 2022)

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-1 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 in school: Advice for Heateachers and School Staff 2022
- 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.

Although some forms of behaviour are understandable, they can still be deemed as unacceptable within the school setting and the societal world we live in (PRICE 2023)

### **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.

Students can also work towards weekly and termly rewards through the lessons based on a colour coded behaviour system, logged on behaviour watch.

### **Colour Codes:**

- Red for a lesson receives 0 points.
- Amber for a lesson receives 0 points.
- Green for a lesson receives 5 points.
- Gold for a lesson receives 10 points.

### **Daily rewards:**

Some students will need immediate rewards for exhibiting certain desired behaviours and engaging in activities each lesson. This is at the discretion of the classroom teacher, but needs to be linked with the coloured behaviour descriptors.

### **Weekly Rewards:**

As described previously, students can be awarded up to 10 points per lesson. If students earn 150 points or above by the end of the week, they can choose a pre-chosen activity to participate in on the Friday afternoon. This follows a weekly tutorial which each student has with their tutor to celebrate the week and achievements.

Activities have limited places and students choose based on a ranking system of points earned. Highest points earner chooses first and then works down the list.

If a student does not reach the 150-point target, or they receive 5 reds throughout the week, they spend the Friday afternoon working with a member of the Senior Leadership Team or Inclusion Team, to reflect on the week, their behaviour and decisions made following a therapeutic model. Targets will be set for the following week and support given to the student.

### **Termly Rewards:**

At the beginning of each term, students agree with each other and their teachers a tiered reward they would like to participate in at the end of term. The tiers are linked to the points earned throughout the week.

Students are updated with their daily and weekly points to ensure they are aware of their progress towards the end of term reward.

### **Long-term Intrinsic Motivation:**

The long-term aim for any student at Headstart is to build long-term intrinsic motivation to want to progress in all aspects of school life, but we understand that there are times when extrinsic rewards are needed to motivate students to start the journey of life long learning and individual success.

With the clear structure of weekly and termly rewards students can receive timely feedback regarding their behaviour and learning. If students need more immediate feedback on their behaviour and effort, such as after a lesson or at the end of each day, this can be utilised at the teachers discretion.

### **Review of Rewards:**

In the rare case that the format and implementation of the reward and consequence system does not work for an individual student, the teacher and behaviour team will meet to devise a plan for the individual and unique situation with parents and staff then being informed.

Students, staff and senior leaders meet termly to discuss the rewards on offer in the school and listen to the views of all involved to constantly improve the effectiveness of the system and policy.

### **Communications:**

Students, Teachers, Parents and Carers are informed of the weekly and termly rewards along with the daily progress and points earned. This ensures there is total clarity at all times and appropriate support can be put in place if necessary.

### **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

## Logging of Behaviour:

### **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; Gold and Green identifies positive recognition whilst Amber and Red indicates less positive behaviours. A Gold Award is what all students should be aiming for as it indicates that the lesson expectation have been met in full, whilst a Red indicates that the student has demonstrated more serious inappropriate behaviours.

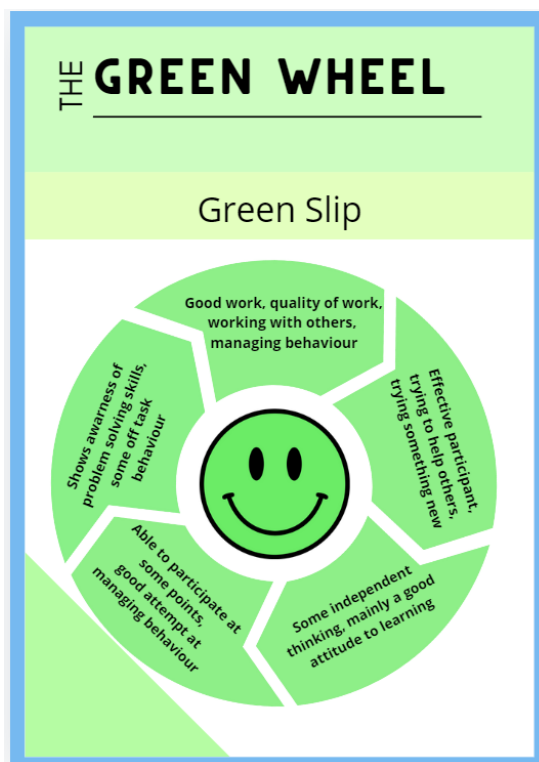
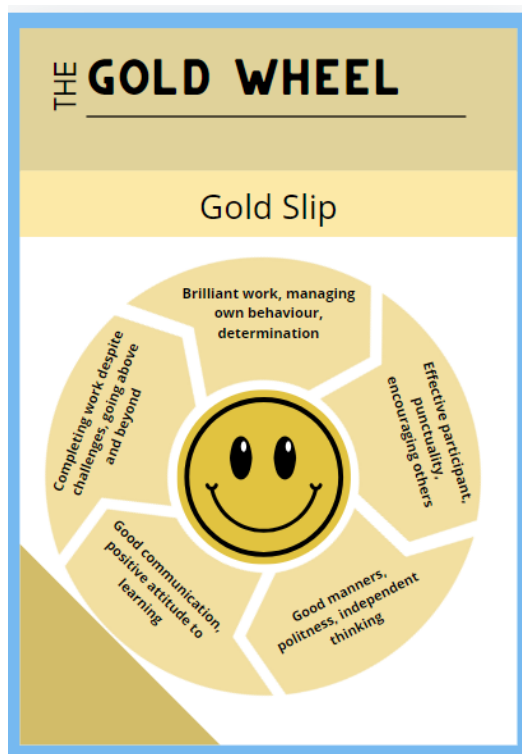
Student behaviour is tracked every lesson using the Behaviour Register and during lunchtime.

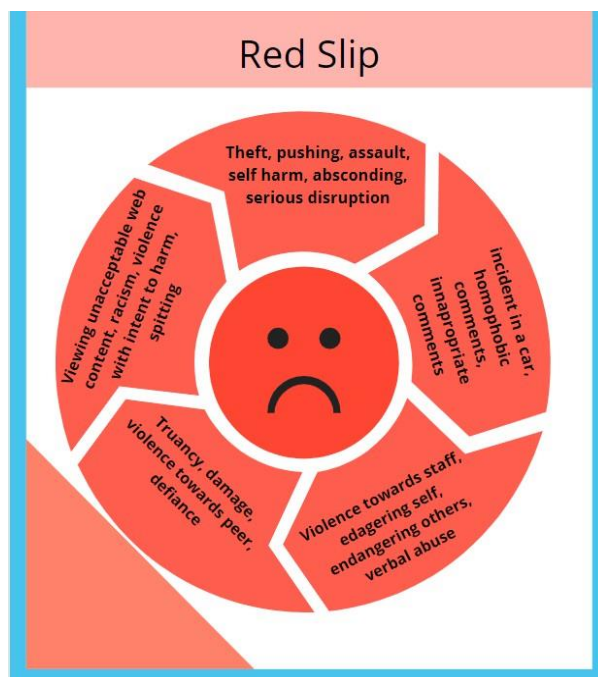
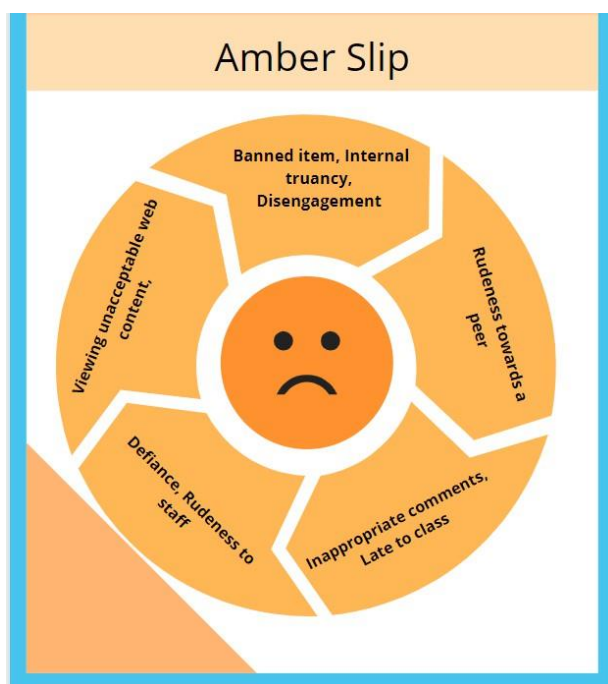
Any red slips are logged and must be reported home; these will then be analysed daily or within the weekly behaviour meeting. If a staff member deems behaviour to be bullying, they complete a red behaviour slip for bullying (See Anti-bullying Policy). If bullying is founded, then it is logged as a child-on-child abuse safeguarding slip. If staff believe behaviour is not bullying but a child-on-child abusive situation, they will log the incident as a safeguarding concern (See Page 36 of the Child Protection and Safeguarding Policy).

### **Using the Points System**

Students can earn up to 80 points per day; a Gold slip is worth 10 points, whereas a Green is worth 5 points. Points will not be taken away once earned. Points allocated will be discussed with each student in each lesson discretely while also acknowledging that praise in public has a significant increase in motivation and social acceptance.

The posters below are in every classroom and utilised each lesson by staff.





### **1:1 support – Removal from a lesson – Within a lesson:**

While adhering to guidance from the DFE 2022 on removing students from a lesson, if a student is repeatedly exhibiting amber or red behaviours during a lesson, the teacher can decide to remove the student from the classroom for the following reasons:

1. To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
2. To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
3. To allow the pupil to regain calm in a safe space.

Any student who is removed during a lesson must be accompanied by an adult and the provision will either be maintained or adapted to suit the needs of the learner.

### **Differences between removal / sensory needs / short discussions**

Teaching students within an SEN setting is both challenging and complex. There can be a variety of different reasons why a student may need to leave the classroom or take a break from an activity. Below are some clear examples of these differences.

1. Sensory need / Provision need.

Students may need to take a break from an activity or leave the classroom due to a sensory need or a need to have support with regulation. These needs are written within Individual Behaviour Support Plans and to be utilised when needed.

2. Brief discussion with a staff member.

There may be times when a student is exhibiting amber behaviour and a staff member may ask a student to step outside the classroom for a conversation to aid them to re-join the session.

3. Removal from the lesson.

As stated previously, there may be occasions when a teacher has utilised all behaviour strategies and the student is still exhibiting undesirable behaviours which fall into the 3 categories. At this point a staff member can ask the student to leave the room to continue the provision or work towards adaptive provision.

All behaviours are clearly logged on behaviour watch with the option to record a removal from a lesson. All red slips are communicated to parents on the day.

### **1:1 Support – After expectations are breached**

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.

These sessions are pre-planned after monitoring a series of unwanted behaviours within a class and only used as a short-term measure, with the focus on ensuring the student joins the classroom at the next appropriate time.

### **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.

The behaviour team consists of:

Ryan Alexandar (Assistant Head)  
Chris Weatherley (Assistant Head)  
Anthony Shearing (Inclusion Officer – Crouch)  
Anna Forte (Inclusion Officer – Oakfield)  
Daniel Horan (Behaviour Consultant)  
Daniela Fasciolo-Barnes (Behaviour Consultant)

Once a week, the Behaviour team meet to monitor student progress in behaviour and inform of any more specialist interventions or support that may be required. An important part of his work is also to work with the staff team to identify behaviour strategies that will support some of our more complex young people.



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

Upon 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 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.

### **IBSP 2**

These are support plans for those students with more severe, intense or disruptive behaviours. The depth, detail and information contained in this plan should be commensurate with the level of concern. These plans are designed to be time limited to a 12-week period under which more intensive levels of support, analysis and review will be conducted by the behaviour team along with a multi-disciplinary team meeting (including a member of SLT) will initiate, implement and review support with a view to advocating either:

### **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 termly or updated when an incident has taken place where the level of risk needs to be assessed.

### **Suspensions (See Exclusion and Suspension Policy)**

A suspension is an absolute last resort. However, if required, it will be for a fixed amount of time. Students can be suspended as a result of violent, aggressive or abusive behaviour, dangerous activities/serious misconduct which threatens the safety or well-being of members of Headstart School or which may bring Headstart into disrepute.

Suspensions can be sanctioned only by the Proprietor or the Executive Headteacher. The period of exclusion is usually one day in the first instance. Exclusions of 5 or more days must be approved by the Executive Headteacher. 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 an agreement on expected future behaviour and agree on 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, and 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

### **Positive Handling" (See Positive Handling Policy)**

#### **PRICE:**

Staff on each site are trained in appropriate positive handling techniques, using the PRICE 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.

### **Searching and Confiscation (see Searching and confiscation policy)**

#### **Search with Consent**

The School staff may search a pupil with their consent for any item. Appropriate consideration will be given to factors that may influence the pupil's ability to give consent. This is common law, and the staff member should ensure the pupil understands the reason for the search and how it will be conducted so that an agreement is formed.

### **Search without Consent**

In relation to prohibited items (see policy), the Head and staff authorised by the Head may search a pupil or a pupil's possessions without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. If the student does not own the search, a senior member of staff will contact the parent / carer and inform them that it is not safe for the student to attend the site. When the student returns home, alternative arrangements will be made for education that day.

### **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 Executive 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 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 **Executive 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.