

PIPER HILL LEARNING TRUST
PIONEER HOUSE HIGH SCHOOL



PROMOTING GOOD BEHAVIOUR POLICY

Promoting Good Behaviour Policy

Rationale

At Piper Hill Learning Trust we stress the positive achievements of students and value the contributions that all pupils make to the life of their School. Good discipline is an essential prerequisite for good learning. No matter the extent or nature of challenging behaviour, it is a barrier to learning and teaching for the individual concerned and for their peers. We believe that each child has a right to the best education which can be provided in a partnership between their school, parents and the community. We therefore aim, through strong, consistent and fair management of pupil behaviour, to establish a happy, secure and purposeful environment in which each child may develop his or her full potential. A key factor in achieving this good learning environment is ensuring that all students are given the support to develop appropriate behaviour for learning. Every child is therefore asked to conform to a code of conduct in school and parents are kept closely informed so that they can support the systems in use. This policy is based on promoting the use of praise and the celebration of good behaviour.

Core Values

We respect one another

- We expect mutual respect between staff, between students and between staff and students.
- We aim to prepare young people for adult life through teaching the rights and responsibilities of being a member of a community.

We value the wellbeing of all staff and students

- We aim to develop good self esteem and self confidence in a positive environment.
- We aim for all staff and students to feel safe, supported, cared for and protected, so that we can try new things and be ourselves.
- We will work together to achieve an atmosphere of trust where staff and students know their viewpoints and feelings are valued.
- We will endeavour to promote a sense of happiness around the school; to provide a happy, safe and secure working atmosphere for all.

We expect the best

- We believe that our expectations will lead to personal achievement and success that is a right for all.
- We strive to have a can-do attitude.

- We recognise and value the contribution of all members of the school community.

We value cooperative working

- We are committed to working together as a whole school so that each individual feels valued.
- We strive to achieve good teamwork, which will support everyone within the school community.

We recognise that everyone is an individual and we value diversity

- We value and respect diversity; we actively celebrate diversity within our own community
- We promote and provide equal opportunities and equity of provision.
- We recognise that different people have different needs and we strive to meet the needs of all within the school community.

We value learning

- We are a learning school that recognises the right of all to lifelong learning.
- All members of the school community work together to ensure that learning at Piper Hill is meaningful, challenging and fun.

We recognise that *all* individuals within the school community share responsibility for the well-being of *all* members of the community.

Aiming for Positive Behaviour for Learning

- We aim to put the emphasis on praise and reward for good behaviour. By praising and rewarding acceptable behaviour, such behaviour may then become the norm. We will avoid, where possible, giving attention to negative behaviour.
- We aim to involve staff and pupils in determining school and classroom rules.
- We aim to involve parents in supporting the development of a whole school approach to promoting personal behaviour.
- We aim to encourage all children to realise that they each have a part to play in the life of the school.
- We aim to foster a positive attitude to learning in pupils by recognising and regularly rewarding good work, good attitudes and behaviour.
- We aim to encourage excellence in pupils' performance and behaviour by praising pupil achievement and attainment in all their experiences.
- We aim to give pupils a clear but concise statement of rewards and sanctions related to their behaviour and effort.
- We aim to encourage staff to adopt a consistent approach to classroom management.
- We aim to secure the orderly atmosphere necessary for effective teaching and learning to take place.

Each pupil has an individual education plan (IEP) based on the assessment of his or her individual need. Effective planning ensures that a balance is created between individual and group teaching. Emphasis is given to learning through first hand and practical experiences, and pupils are given opportunities to solve problems, to investigate and to experience a full range of activities. The diversity of needs within school is sensitively accounted for, and every effort is made to ensure that skills are taught in context using age appropriate materials.

Each pupil has a personal profile recording evidence of achievement across the curriculum. Wherever appropriate, pupils are involved in the assessment process. They are invited to comment on their achievements and help plan their own work, and set their own targets.

Parent and carers/ Staff partnership

We place a high priority on establishing positive links with parents / carers and encouraging a genuine partnership between home and school which involves parents / carers at all levels of school life.

An 'open door' policy operates and parents / carers are always made welcome. They are able to see the Headteacher or relevant member of staff at any time if they are available, and if they are not an appointment will be made.

All tutor groups operate a home / school book which is the basis of daily communication between home and school.

Each pupil's progress is reviewed with parents during the year at the Annual Review (Autumn Term). Parents / carers are both invited to attend and to contribute to the review. Pupils, as appropriate, attend the review. This review may happen more frequently where appropriate. Parents are also invited to an open day each Spring Term, providing an opportunity to meet with their child's teachers and see their work. Parents receive information about their child's progress at the end of each term when a written and photographic report is sent home.

Parents / carers are involved in discussing with staff their son's or daughter's individual needs, for example, in identifying suitable rewards or sanctions and in drawing up a consistent behaviour improvement plan if required.

Code of Conduct

Staff, pupils and parents have worked together to produce a code of behaviour which is regularly reviewed by the behaviour support coordinator, behaviour support team, tutors and department staff.

The following code of conduct is in place for all students:

1. Walk in the corridors.
2. Be polite to other people.
3. Take turns and share.
4. Take time to listen.

5. Respect other peoples space.
6. Do not hurt other people.
7. Ask for help if you need it.
8. Give help if it is asked for.
9. Look after our school.
10. Listen to staff and try your best to do as you are told.

Some groups have additional specific behaviour guidelines, as part of the class management strategy for that particular group.

Celebrating and Rewarding Good Behaviour

Rewards are more important than sanctions in our behaviour policy. We believe that good behaviour should be recognised and rewarded. The staff within the Trust agree to:

- Recognise and highlight good behaviour as it occurs
- Ensure that children are praised for behaving well.
- Explain, and importantly demonstrate, the behaviour we wish to see. We will recognise that our behaviour will influence the behaviour of the child.
- Encourage children to be responsible for their own good behaviour.
- Reward individual children and groups for behaving well.
- Let parents and carers know about their children's good behaviour.

Some groups and individual students in school have more formal systems of reward, targeting particular behaviours by allowing the student to gather points for good behaviour which count towards a specified reward.

Sanctions are decided on an individual basis according to the needs and understanding of the students involved and may include:

- A quiet word from the teacher in private, sterner words to show displeasure.
- For a child to work apart from their group in the classroom for short periods of time.
- Loss of privileges.
- Loss of access to preferred activities (not linked with the curriculum)
- Involvement of senior management and other agencies.
- Where any significant damage occurs students may be asked to carry out some form of 'community service', in an attempt to create a logical consequence to redress damage as a result of their behaviour.

Parents will always become involved at an early stage if there are concerns about their child's behaviour. When it is considered necessary to use sanctions, they are appropriate to an individual pupil. Knowledge of the child determines the most suitable sanction. Time out is occasionally used as a technique to allow pupils to calm down under close supervision. This technique is only used after consultation with staff concerned, the head teacher and parents.

Stopping Inappropriate Behaviour

Occasionally children may forget about the code for good behaviour. We encourage students to follow the code by:

- reminding pupils about our code.
- noting good behaviour as it occurs.
- dealing positively with inappropriate behaviour in accordance with agreed policy guidelines.

Students will be made aware of the sanctions liable to come into effect should they break the code of conduct or display continual poor behaviour. Most cases of indiscipline will be dealt with without the need for formal sanctions. There is an increasing scale of sanctions available to the school including suspension and expulsion but it is hoped that with the co-operation of parents such sanctions will not be necessary.

The Trust is developing its use of restorative approaches to create an environment where conflicts are recognised and resolved and where relationships are repaired and strengthened. Following a serious incident staff will be offered a debrief meeting with a senior member of staff to discuss the impact of the incident.

Exclusions

Statutory requirements for exclusions are followed. Exclusion is only considered when the safety of other pupils or staff is an issue and will only ever be considered after all other possible avenues have been explored.

Physical Intervention

Physical intervention can only be justified under specific circumstances, when it is required to prevent:

- self-harming;
- injury to other pupils, staff or teachers;
- damage to property;
- an offence being committed; and
- and in school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

If it becomes necessary to restrain a pupil, minimum reasonable force will be used for the minimum time possible, and the incident will be documented. Physical retaliation by a member of staff, in response to a pupil's physical or verbal challenge or in response to a behaviour that is interpreted as defiant, is never acceptable. **Further information is provided in the Positive Handling Policy.**

COMMUNICATION

We recognise the importance of establishing effective communication links in School between all adults who are involved in working with our pupils. This includes bus escorts, lunchtime organisers, visiting specialist teachers, office staff, medical staff, drivers, cleaners, the kitchen staff and

caretaker as well as all classroom staff. Tutors have a responsibility to ensure that information regarding behaviour for learning is communicated to all relevant staff; the tutor will act as a reference point for staff if they are unsure about how to employ the behaviour and discipline policy with a particular pupil.

Behaviour improvement plans

Where a student has an ongoing difficulty in establishing or maintaining appropriate behaviour for learning the tutor will be responsible for drafting a behaviour improvement plan which takes account of the difficulties which the student encounters and the support strategies which staff will employ to manage that behaviour and to teach new behaviours. BIPs can be drafted in conjunction with parents and carers, classroom or department teams or the Behaviour Support Team. BIPs must be reviewed at least annually and more frequently when necessary.

Recording Procedures

Observation of pupils' behaviour and recording of significant features is a strategy used in School. If pupils are presenting difficult or challenging behaviours, careful records are kept of any incidents. An accident Book is kept (in the Office) recording any incident involving staff or pupils which results in a physical injury.

All serious incidents (those incidents involving physical intervention, use of the Calm Room or Safe Space by a student in crisis, or physical assault) must be recorded in the appropriate section on IRIS safeguard both staff and pupils. Serious incidents are signed off by a senior member of staff. All other incidents of a less serious nature are to be recorded also on IRIS.

All records of incidents will be regularly reviewed (and where necessary archived) by a member of SLT or the Behaviour Support Team. They shall be responsible for working with class teams to plan any action that may arise from such reviews of incidents.

Following any serious incidents staff will have a debrief meeting with a senior member of staff and a record will be kept as part of the report on IRIS.

A record is kept about any concerns relating to individual children in terms of Child Protection Procedures, as part of the school's Safeguarding function in CPOMS.

REFERENCE DOCUMENTS

- DfES 2002 – Guidance on the use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorders.
- DCSF 2007 - School discipline and pupil-behaviour policies: guidance for schools
- DfE 2012 – Behaviour & Discipline in Schools – *a guide for head teachers and school staff*
- DfE 2012 – Behaviour & Discipline in Schools – *Guidance for Governing Bodies*
- DfE 2012 – Use of Reasonable Force – *Advice for head teachers, staff and governing bodies*
- DfE 2016 – Behaviour and Discipline in Schools - *Advice for head teachers and school staff*

Policy Information and Review

Policy review dates (frequency of review: every 3 years)

Date	Changes made	By whom
November 2010	Policy created	Rob O'Hara
January 2015	Policy updated and reviewed	GB Sub-Committee
April 2016	Policy updated for Trust and renamed	Wendy Godfrey

Ratification by Governing Body

Academic year	Date of ratification / review	Signed on behalf of Governors
2014-2015	25.3.15	H & S sub-committee