

# Hope Corner School

## Behaviour Policy

## Introduction

At Hope Corner School we have high expectations of all our students in the manner in which they conduct themselves. Their behaviour should reflect our school's values of respect and excellence. Hope Corner School is a special educational needs school therefore all of our students have special needs which may mean they display behaviours which are linked to particular conditions such as ADHD or Autism. All of our staff are trained and experienced in working with young people with these types of conditions and know their behaviour can be symptomatic of their special need. However over time and with the right support, which includes specific individualised approaches, we expect them to develop coping strategies which should improve their behaviour and help them learn more effectively. As staff we work as a team to nurture each student's potential so that they can successfully live their lives. This means that they must learn to conform in school and out of school with what our community expects. Parents and Carers play a key role in this success and we value their support as we work closely with them to ensure success.

All of our staff adopt a de-escalation approach to defusing negative or potentially violent situations. We have a no restraints or holds policy, unless the safety of the student or those around is at immediate and serious risk. We believe that this is not the answer to building trust and emotional well-being in our students. However on rare occasions it may be important to block or prevent a student from entering a certain area to keep staff, students, the public or the student themselves safe. It may also be appropriate in exceptional circumstances to restrain a child if there is an immediate risk that they could seriously harm themselves or others. We follow the Department for Health and Department for Education's - 'Reducing the need for restraint and restrictive intervention - children and young people with learning disabilities, Autistic Spectrum disorder and mental health difficulties policy' (draft guidance Nov 2017).

## Aims

- An environment that encourages and reinforces excellent behaviour.
- Consistency as staff in the manner in which we give praise and consequences.
- Clarity for Parents/Carers, Staff, Students and Governors of what our behavioural standards are and what they should do to support them.
- For students to be given an effective learning environment which allows them to reach their potential.
- Unity through positive staff and student relationships.

## School Rules (Students):

- I will show respect to others.
- I will try my best in everything I do.
- I will look after the school building and the school's property.

- I will work as part of a team with other students to make my learning successful.
- I will listen to staff and follow their instructions.
- I will tell the truth

### Staff will:

- Ensure consistency in upholding the school rules.
- Make behavioural expectations clear.
- Be role models for expected behaviour.
- Work closely as a staff group to adapt to individual student's needs.
- Provide excellent teaching which meets the learning needs of the individual student.
- Where a child needs additional support within a classroom the Head Teacher will make arrangements to meet this need.
- Work closely with other members of the staff team, parents/Carers, students and Governors when school rules are persistently ignored.
- Staff may need to refer to outside agencies such as Health or Social Care if negative behaviour is linked to issues relating to home life.

### Parents will:

- Support the schools rules and encourage their child to follow them.
- Attend meetings about their child to which they are invited.
- Provide feedback to their child about behavioural consequences and rewards.
- Communicate with the school when there have been changes at home which could affect their child's behaviour at school.
- Support their child to complete additional work at home when it is given.

### Governors will:

- Review and approve the Behaviour Policy annually
- Undertake their duties as outlined in the related 'Exclusions & Appeals Policy'

### School Values

Christ Centred - 1 Corinthians 10:31

Respect - Matthew 7:12A

Integrity - Proverbs 11:3

Nurture - Colossians 3:12-14

Excellence - Colossians 3:23

Unity - Ephesians 4:16b

Potential - Genesis 1:27

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## Rewards

Hope Corner School aims to instil excellent behaviour in all our students. In order to do this our students will have their behavioural achievements acknowledged with various rewards. We follow a Merit system which gives greater prizes and rewards as the student gains more. All merits are awarded for demonstrating one of our school values.

Example of our Merit Rewards:

**10 Merits: £5 Amazon voucher.**

**15 Merits: Trip to a local cafe.**

**20 Merits: £10 voucher of choice and a certificate of excellence.**

Merits reset to 0 at the end of each term.

Examples of other Rewards:

- Verbal Praise
- Phone Calls and Letters to Parents/ Carers
- Being given responsibilities such as School Representative
- Sharing Achievements with the Head Teacher
- Feedback on Work
- Displaying Work
- End of Term Trips
- End of Year School Service in conjunction with Hope Corner Community Church

Reasons for gaining Merits and other rewards include showing consideration for others, working positively within a team, overcoming a fear or difficulty, achieving a target, over 95% attendance, caring for others who are having difficulties, completing a lesson or work in an excellent manner, representing the school and our ethos outside of school such as supporting a family member, achieving outside of school for example a certificate for swimming or involvement in drama, use of initiative, good manners, effort.

## Sanction Escalation Table

Where a student continues to demonstrate unacceptable behaviour, ignoring school rules we will follow our Sanction Escalation Table.

Step	Strategy
1	The class teacher will give a verbal warning. This will follow a verbal script for example you have broke this ..... rule, I am giving you a verbal warning.
2	The class teacher will give a warning card to the student which will be handed back to the teacher at the end of the lesson. The teacher will discuss the in inappropriate behaviour with the student and why it was wrong.
3	If the behaviour continues after the warning the teacher will give a reflection sheet to be filled in by the student during break time and taken home for their parents/ carers to discuss and sign.

Step	Strategy	
4	A formal meeting will take place with the Head Teacher, Parents/Carers and student. A home school agreement will be made and teaching staff required to provide written feedback at the end of each lesson.	
5	Governors informed and fixed term exclusion put in place. A review of the home school agreement will take place.	
6	A formal meeting to take place with the Chair of Governors, Head Teacher, Deputy Head and Student and Parent/Carer. Possible Permanent exclusion.	

Students may not start their sanction at step 1 if their behaviour has been more severe. Students may also require a settling in period where steps 1-2 are repeated when they first join Hope Corner.

Examples of Reasons for sanctioning:

Minor Incident:

- One off swearing
- Lack of cooperation initially
- Minor disruptive behaviour
- one off name calling / showing lack of care to another student

Medium Incident:

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- Refusal to work
- Not following instructions
- Consistently swearing
- Bullying other students verbally
- Disrespectful of staff
- Telling lies about others or an incident
- Leaving the school area without permission

#### Significant Incidents:

- Behaving in a dangerous manner which places staff or students at risk of harm.
- Persistent bullying which is physical or verbally excessive.
- Persistently being disruptive.
- Deliberate damage to school property or student's property
- Racial abuse.
- Stealing

#### Serious Incidents:

- Deliberately behaving in a dangerous manner which endangers or harms staff or pupils.
- Physical assault on another student or staff.

#### Lesson behaviour monitoring

Each lesson at Hope Corner is tracked using a traffic light system for each individual student:

**Red** - Disengaged, Work incomplete, Disrespectful, poor effort.

**Amber** - Completed some work, satisfactory effort, minor disrespect, partly engaged.

**Green** - Work completed, well mannered and engaged.

In addition each student is assigned an emotional weather for each lesson. The traffic light system and emotional weather tracker allows the school to see if negative behaviour is following a pattern. It also helps to monitor progress in each students behavioural development.

Date: 2/05/2019

Approved by governors: 03/05/19

Review Date: March 2020