Mary Hare Policy: SCH001

Behaviour Policy

Policy Owner: Robin Askew

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Contents

Introduction

1. Mary Hare School works on a very clear principle that deafness is not a learning disability and that deaf children can achieve as well as their hearing peers. This applies to their behaviour as well. However, just as our pupils need extra help to achieve their potential, some will need additional support to bring their behaviour to an age-appropriate level. Deafness affects young people in different ways. Some might be immature, some may be harbouring anger and confusion and some have learned inappropriate strategies in settings which were not meeting their needs. We recognise that some pupil's behaviour will not always be appropriate, and we will respond professionally and in accordance with this policy to try to close the gap. Our task, therefore, is to model good behaviour and help young people to find appropriate strategies to deal with their challenges. Crucially, our setting is designed to remove some of the pressures on them so that they can relax and find - and then be - their true selves.

Robin Askew
September 2022

Our Aims

2. At Mary Hare, we **set our sights high** in terms of knowledge, thinking and behaviour.
3. We believe that every pupil has the right to feel safe at school and to learn and that every staff member has the right to feel safe and to be able to carry out their role effectively.
4. We take the view that good behaviour should be taught, modelled, reinforced, and rewarded consistently so that pupils, staff, and stakeholders understand their role in our community and are committed to invest in individual and collective success.
5. We clearly identify the expectations that staff and pupils should have of each other. We believe difference is to be celebrated and good behaviour to be the norm with pupils, parents, and staff feeling they can rely on a positive and productive atmosphere which promotes learning and personal development.
6. We have a strong emphasis on success and when challenging poor behaviour, we take a person-centred approach to understand the stressors and triggers that have led to an incident. We support the individuals involved to reflect on and understand the impact of their behaviour, using the Ready, Respectful, Safe and Successful framework and using appropriate restorative action when necessary.
7. We adopt a non-confrontational approach when issues arise and apply our rules and boundaries firmly and fairly in a consistent manner across the whole school.
8. We aspire to have a policy that is reflective of the organisation as a whole.

Responsibilities

9. This is a whole organisation positive behaviour management approach which aims to foster a sense of community and shared values, to be followed by all staff, pupils and stakeholders. To ensure success of this policy, we encourage everyone to work towards our aims:

Staff

10. Promote the values of Ready, Respectful, Safe and Successful in our shared language across the school, display in all classrooms, show through assemblies, within verbal and written feedback, and in other interactions between all stakeholders.
11. Be good role models and follow the staff code of conduct
12. Commit to 'catch pupils being good' as often as possible and reinforce this through non-verbal and verbal acknowledgement
13. Where pupils are boarders, ensure minimum expectations of behaviour within a group living residential environment. These are explained in the House Handbooks.
14. Liaise with parents about matters which affect their child's wellbeing, progress and behaviour keeping them well informed and having meetings when necessary. In school, form tutors and then HoY will be a parent's key point of contact but subject staff should engage where opportunity arises. In care, this will be Key worker and Team leaders.

Pupils

15. **Ready**

- Arrive on time to registration, to all lessons and any appointments.
- Have all the correct equipment you need to support learning.
- Take a responsible role in learning and the wider school community.
- Wear your school uniform with pride and follow the dress code in the 6th form.
- Always respect your house and other boarders and care for and keep clean and tidy your personal space and communal areas.
- Follow the routines of the boarding house.

16. **Respectful**

- Treat others with kindness.
- Come to school appropriately dressed.
- Maintain and take pride in the School and boarding environment – care for the place where you live and work.
- Promote the school's good reputation in the wider community by showing our values.
- Listen to others.
- Allow others to learn.

17. **Safe**

- Show consideration for others.
- Move calmly around and within school buildings.
- Support others to be able to use computers and phones appropriately and keep yourself safe online.
- Follow the instructions of staff at all times.
- Be where you are expected to be.

18. **Successful**

- Give your best in all situations.
- Take up opportunities for personal and growth and learning.
- Maintain a growth mindset – believe that your skills and abilities can grow and change.
- Take responsibility for your actions and understand the consequences of them.
- Work to the best of your ability in all lessons.

Parents

19. Parents will:

- Support the school's behaviour policy and its related documents.
- Agree to the Home School agreement when their child is admitted to school.
- Communicate with school and boarding house and attend meetings when requested.
- Reflect with their child at home and support discussions around behaviour that has been shown at school
- Attend meetings when requested, where possible in person

Principal, Senior Leadership Team and Governors

20. The Principal, SL Team and Governors will:

- Lead a positive school ethos by having clear policies and a staff code of conduct.
- Ensure that staff are fully supported with implementing the behaviour policy.
- Ensure there is a good program of staff training, including induction for new staff.
- Record and monitor incidents of a serious nature, taking steps to ensure that they do not re-occur
- Regularly monitor and review behaviour throughout the school and analyse the impact of sanctions
- A statement of behavioural principles will be annually reviewed.

Rewards

21. The school community recognises and rewards positive behaviour in the following ways:

- Verbal praise given to the pupil privately and publicly.
- House points awarded for good work and for upholding the school ethos.
- Certificates for KS3 at milestone marks (50 given by HOY, 100 Given by VP Pastoral)
- Written praise to the tutor, HOD, HOF, HOY, Key worker, Team Leader, Principal, Parents
- Congratulatory messages in Hare Mail

- Displays of work throughout the school
- KS3 Awards ceremony
- Set your sights high assemblies
- Principal Commendation
- Faculty Letters/Cards home in praise week (once a term)
- Stars of the Week
- Non uniform day for KS4/5 pupils reaching milestones in house points
- House points (collected on SIMs) result in a whole-house prize at end of year (trip or other)
- Faculty tie in recognition of significant contribution to school
- Competitions that award points to the House Cup
- Additional recreational trips at evenings and weekends
- Other privileges may be awarded as appropriate.

Additional Sixth Form Recognition

- 'Star of the week' for actions over and above what is normally expected from a pupil.
- Sixth Form Pizza evening for 95%+ attendance.
- Trips out.
- Speech Day Awards.

Managing Behaviour

22. We encourage all members of staff to try to resolve behaviour issues using a positive behaviour management strategy such as:
    - Use of gesture, non-verbal cues, and expressions
    - Encouraging reflection of behaviour using RRSS ethos
    - Quiet private talk away from peers to establish the following:
        - To find out if there are any impacting issues and attempt to rectify.
        - Reminder of next steps if behaviour continues.
        - To allow pupils a chance to amend behaviour.
        - To privately discuss/remove any property which may be a cause of the behaviour.
    - Calmly remove the pupil from the situation (maybe a change of seat in a classroom or into department or faculty parking system for cooling off period).
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23. To avoid confrontation, in certain cases pupils may be given a 'Time Out Card' to leave the situation and to seek the support of an identified member of staff who is aware that this may be used. (for example wellbeing team or learning support team.) Pupils and staff must always return to complete discussion, reflection, and restorative action.

Table of Consequences

24. We recognise that there are occasions when consequences need to be implemented to reinforce our expectations of positive behaviour. These will be used in a reasonable and proportionate way. In all situations the school staff will deal with the incident in a manner and style appropriate to the level of misbehaviour and pupil need, involving more senior staff when appropriate.

25. This system is used consistently and fairly across the school and care and does not replace the use of restorative work, which should be completed in conjunction with the sanction or completed in a timely manner. This could include targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.

26. An escalation to the next level of staff involvement should happen when measures have been taken to try to improve the behaviour, and in many cases using a rule of three.

27. **The list of behaviours and appropriate responses is not exhaustive and is intended to provide guidance to staff on how to respond to behaviour in a consistent manner, while still recognising that different approaches, such as restorative practices, may be more appropriate when dealing with certain behaviours, and that pupils with additional needs may need to be treated in different ways.**

Behaviour	Staff involved	Consequence
Late to form time or lesson time	Form tutor/teacher then HoD/HoF/HoY **HoD (Head of Department)** **HoF (Head of Faculty)** **HoY (Head of Year)**	3 incidents of lateness results in detention with relevant staff member 20 mins. Persistent lateness to be escalated to HoD/HoF/HoY as appropriate, for report.
Incorrect uniform (no note)	House and form tutor check in morning, then all staff	3 incidents of incorrect uniform result in detention. Persistent incorrect uniform in school day should result in Form tutor report and may escalate to further consequence.
Misuse of phone in school or house	House leadership and form tutor, all staff	Phone to be confiscated for agreed period of time, refusal to hand phone in results in detention with relevant staff member.
Not completing prep	Teacher then HoD/HoF then HoY	Offer chance to complete, then detention. Persistent non completion refer to HoD/HoF for detention and report. Tutors informed. HoY to be involved if reported in multiple subjects.
Misuse of technology	All staff then HoY / House Leadership	3-day Ban from technology, detention, or loss of time in care for reflective work.
Not attending break or lunch time detention	Teacher then HoD/HoF/HoY	After school detention (HoF if not attended a teacher or HoD detention, HoY if not attended a form tutor detention)

Rudeness, failure to work to acceptable standards, uncooperative behaviour, disrupting behaviour of others	All staff, then HoD/HoF then HoY in school or Team Leader / House leadership	Verbal warning, parking, detention. Persistent problems may lead to Report or internal/external exclusion (reflection period)
Truanting	All staff then HoF then HoY	After school detention with missed lesson, more serious sanction such as internal exclusion or SLT detention if repeated.
Swearing at staff	All staff then HoY / House leadership	Internal or external exclusion as appropriate, meeting with parents.
Bullying	All staff then HoY / House leadership	Sanction as appropriate (see antibullying policy)
Smoking or vaping	All staff then HoY / House leadership	Depending on context – SLT detention, internal exclusion or fixed term exclusion
Not getting report signed or not meeting expectations on report	All staff	The staff member who has placed the pupil on report should give a break or lunchtime detention/ Persistent failure to meet expectations whilst on report could lead to more serious consequences such as internal exclusion
Achieving large numbers of negative behaviour points in a term	HoY then SLT	SLT Detention or Internal exclusion. If these have already been given, next steps to be determined
Receiving more than 2 internal exclusions in a term	HoY then SLT	SLT Detention and SLT report
Incident involving substance or alcohol misuse	HoY and House leadership then SLT then Principal	Internal or external exclusion (fixed or permanent)
Physical aggression	HoY and House leadership then SLT then Principal	Internal or external exclusion (fixed or permanent)
Damage to school / house equipment or property	HoY and House Leadership then SLT then Principal	Internal or external exclusion (fixed or permanent)
Theft	HoY and House leadership then SLT then Principal	Internal or external exclusion (fixed or permanent)
Racist or homophobic incidents	HoY and House leadership then SLT then Principal	Internal or external exclusion (fixed or permanent)
Criminal acts	HoY and House Leadership then SLT then Principal	May result in permanent exclusion
Extremely serious offences or those that form a sustained pattern of disruption and defiance	HoY and House Leadership then SLT then Principal	May result in permanent exclusion
Misuse of fire alarms/equipment	HoY and House Leadership then SLT then Principal	1st offence - warning, reflective working and apology to those impacted - parents notified and charge if for example fire extinguishers discharged. 2nd/repeated offence - internal exclusion if during school day and house reporting /gating sanction escalating to exclusion at home

Not adhering to bedtime and settling routines	House Staff then House Leadership	Case dependant – withdrawal of privileges if necessary
Bringing substances onto site (illegal)	HoY and House Leadership then SLT then Principal	Internal or external exclusion
Ordering unapproved food deliveries	House Staff then House Leadership	Confiscation of items. Parents informed.
going offsite without permission	HoY and House Leadership then SLT then Principal	Exclusion to allow meeting with parents and risk assessment

28. **Restorative/reflective work must be carried out in conjunction with all consequences.**

29. **Parents should always be informed by the most member of staff dealing with the behaviour as soon as is reasonably possible.**

Serious Incidents

30. The following incidents should be immediately escalated to the Director / Head of Care or Heads of Year who will decide on next steps with SLT:

- Any safeguarding incident involving bullying/sex/drugs/alcohol/pornographic images/images of extreme violence/being in bedroom which is forbidden/out of bounds/possession of weapons etc.
- Physically hurting someone/fighting
- Theft
- Discriminatory behaviour
- Foul, offensive or racist language which is used in a threatening or deliberately abusive manner
- Malicious Allegations
- Inappropriately setting off fire alarms of fire extinguishers
- Fireworks
- Vandalism
- Smoking/Vaping (context dependant)

NB: Any safeguarding disclosure must be reported to the Designated Safeguarding Lead. This and all other safeguarding concerns should be recorded on MyConcern.

Exclusions

Internal Exclusions

31. We are committed to inclusion of all and to preventing exclusion. A period of internal exclusion as a sanction may be given for more serious or persistent poor behaviours. This means they are supervised in a room, given work to do, and given the chance to reflect on their behaviour. When this happens pupils also receive shorter breaks and lunches than the rest of the school and at slightly different times. The decision to place a pupil in internal exclusion will be made by the HoY in conjunction with SLT. Members of staff should not send a pupil to the exclusion room. If a pupil needs a short time out of class, staff should employ a parking system within the faculty.   If internally excluded a pupil will be supervised during break by staff on duty. Parents will be informed by HoY. Pupils will be on report for HoY for a week following an internal exclusion.

Repeated Exclusions

32. Pupils who have more than 2 separate internal exclusions within a term will be invited to attend a meeting with their parents and SLT where further support and measures will be discussed, failure to respond could result in an external exclusion.

Suspension / Permanent Exclusions

33. The Principal will make decisions regarding suspensions (previously known as fixed term exclusions) and permanent exclusions. Parents will be informed by the Principal of such decisions. A readmittance meeting will be arranged for pupils returning from suspensions and will involve parents, the pupil and a member of the Senior Leadership Team.

34. Parents have the right to make representations to the Governing Body when a decision to suspend or permanently exclude a pupil is made but the Governing Body is not required to meet in all cases. If a pupil is suspended for more than 15 days in a single term or if a pupil is permanently excluded the Governing Board's Disciplinary Committee must meet to consider whether to direct or decline to reinstate the pupil.

Pupil Support

35. Some of the ways that we might support developing positive behaviour include:

- Regular communication with parents and carers
- Time out card
- Report cards (see appendix 3)
- Restorative meetings
- TAC meetings
- Behavioural support plan - to be written with pupil and HOY
- Mentoring
- Referrals to wellbeing team
- Referrals to outside agencies for support and guidance, for example CAMHS
- Readmittance meetings which take place after a fixed term exclusion, aimed at preventing further exclusion.
- School contract
- Other interventions
- Reviewing data behaviour each half term

Linked Documents

36. This policy should be read in conjunction with:

- Behaviour Statement
- Anti Bullying Policy
- Physical Intervention Policy
- Safeguarding and Child Protection Policy
- Staff Code of Conduct

Appendices

Appendix 1 - Unsing Ready, Respectful, Safe and Successful

37. As this is a School-Wide Positive Behaviour Policy, we are careful to remind staff and pupils to remain Ready, Respectful, Safe and Successful on a regular basis. As well as the introduction of bold signage, Teachers are encouraged to discuss behaviour, using these words and the school ethos: Set Your Sights High.

38. By having a clear shared language around behaviour, we are able to approach sometimes emotive situations, from a rational point of view. Here are some examples for the positive use of Ready, Respectful, Safe and Successful:

39. **Ready**:
"I can see Ellie is ready to start the lesson, thank you Marcus for being ready too…"
"I respect the way that you are ready to take responsibility for this situation, how can I support you?"
"Thank you everyone for arriving on time, it shows me that you are all ready to learn".

40. **Respectful**:
"It's great to see the whole class looking smart in school uniform, it really shows a sense of pride in our school and respect for ourselves and each other."
"Let's remember to be respectful when others are reading aloud, follow the text and try to listen"
"Thank you for putting your litter in the bin, Michael – it shows respect for our school and everyone in it."

41. **Safe**:
"Thank you for being safe and walking across the playground to lunch".
"Could help me move these bags to make the corridor safe?"
"I've had a report that you were chatting to strangers online, you know that we need to keep ourselves safe"

42. **Successful**
"Completing your prep means you receive feedback, which will help you become more successful."
"Supporting your peers to be successful in the cross country showed excellent team spirit and reflects well in your success."
"Being ready, respectful and safe will help you on the road to success."

Appendix 2 – Restorative Questions

43. There are many restorative scripts that can be useful to ensure that everyone involved in an incident is heard. Broadly speaking, a restorative meeting follows four phases:

44. **Reflect on the incident:**
- What happened?
- What were you thinking of at the time?
- What were you trying to achieve?
- What choice did you make?
- Was it the right thing or the wrong thing to do?
- Was it fair or unfair?

45. **Reflect on those affected**.
- Who do you think has been affected by what you did and in what way?

- Who's been upset by this?
- How do you think that person is feeling?
- Who's been affected?

46. **Reflect post-event**.
    - What have you thought about since?
    - What choice could you have made?
    - How would you advise a friend in this situation?
    - What exactly are you sorry for?

47. **Reflect on future action.**
    - What might you do differently next time?
    - How can we move forward?
    - How can we do things differently in future?
    - What needs to happen to put things right?
    - How can you put this right?
    - What do need to do to make things right?
    - How can we make sure this doesn't happen again?
    - What can I do to help you?

Appendix 3 – Report Cards

48. We operate a system of report cards for pupils who are experiencing challenges with their behaviour, or who have returned from a fixed term exclusion. This is a supportive measure and a way of working in partnership with pupils and parents. It allows close monitoring on a daily basis.

49. Form tutor report card (Yellow) – used for low level incidents such as punctuality, uniform, a persistent low level behavioural issue. Should be issued by the tutor after discussion with HoY

50. HoF – within subject (Pink) – used for pupils where monitoring is required in a subject or faculty area, in consultation with HoY

51. HoY report card (Green) – For pupils with a number of behavioural concerns or following internal exclusion

52. SLT – pupils that have had 2 internal exclusions in a term or return from external exclusions will be placed on SLT report for a week, if positive behaviour reported, drop to HOY/form tutor report.

53. Pupils should be on report for a further week. Parents should be notified and reports shared. There should be a maximum of 3 targets on the report card to help focus on behaviour, attitude and progress.
    These may be used as part of a behaviour support plan**.**

Appendix 4 – Suspension flow chart

Suspending a pupil
(Fixed term exclusion)

If you believe a behavioural incident merits the consequences of a suspension, you MUST:

- Discuss with a member of the Leadership Team who will agree the terms with the Principal.
- Inform the HOY.
- Inform the pupil, their parents and arrange collection of the pupil (once the suspension is agreed).

Member of the Leadership Team MUST:

- Ask their PA* to send the suspension letter to parents (copying the LA) **in an encrypted email** with the following details (NB: 2 letters / emails to be sent if parents are separated)
  (if no PA available, please ask the Office Manager)

  - The date of suspension starts (if sent home at lunchtime, this counts as a ½ day)
  - The length of the suspension
  - Reason for the suspension
  - Date / time of re-integration meeting
  - Whether a BSL interpreter is required

PAs MUST also copy (in the email to Parents & LA)**:**

- The Office Manager (for Ofsted / Census)
- The Principal
- The House Team Leader
- The Attendance Officer
- Head of Year

HOYs to inform class teachers of:

- the terms of suspension
- when the pupil is to return to lessons (upon successful re-integration / or inform if suspension is extended)
- work to be sent home.

Re-integration meeting & admin process:

PAs arrange the meeting, send invites to parents, the pupil, and relevant staff; take minutes during the meeting; email the notes to Parents and LA (encrypted) and update:

- **SIMS**:
  - Create an entry under 'Exclusions'.
  - Upload a copy of the Suspension letter.
  - Upload the signed Re-Integration Form - (to be signed by parent and pupil**).

**PAs to follow up with parents and pupils to sign the re-integration form and chase up to 3 times within a 2-week period. If still not signed, a final email will be sent to parents/pupil to inform the form will be filed and marked as '*agreed*'.

- **SharePoint (for Ofsted)**:
  - Update the spreadsheet.
  - Create a new folder for each pupil and file suspension letter & Re-Integration form.