



<b>Policy Number:</b> 2	
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*Date ratified by Governors:*

*Signed:*

## Mary Hare School Wellbeing and Behaviour policy

*This policy has been revised as a result of advice from the Department for Education: Behaviour and discipline in schools – Advice for headteachers and school staff (January 2016)*

### Policy aims

1. The aims of this policy are to set out measures which aim to:
  - Promote good behaviour, discipline and respect
  - Prevent bullying
  - Ensure that pupils complete work
  - Regulate the conduct of pupils
2. This policy is made available to staff, parents and pupils (in appropriate language). The school will ensure that it is non-discriminatory, the expectations are clear and it is regularly reviewed.
3. Mary Hare engages in a process of encouraging and enabling its students to develop a personal control system that comes from the individual's own desire to conform to socially acceptable behaviours. Some pupils will come to us with few effective internal control systems and they will be heavily reliant on the external controls provided by the School. By instruction and by helping young people to gradually become more independent, we enable pupils to develop acceptable personal and social behaviours. The successful acceptance of responsibility for personal behaviour will largely rest on the quality of relationships between staff and pupils and the consistent application of our own agreed standards within School.

### Roles and responsibilities

4. Care staff, teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. (Section 90 and 91 of the Education and Inspections Act 2006).
5. Staff can discipline pupils at any time the pupil is in school or elsewhere under the charge of a member of staff, including school visits. On rare occasions, it may be necessary for staff to use the power to discipline even when a pupil is not at school or in the charge of a member of staff. This includes:
  - misbehaviour when travelling to and from school,
  - when a pupil is wearing school uniform or in some other way being identifiable as a pupil of the school. Staff can also confiscate a pupil's property
  - or misbehaviour at any time, whether or not the above conditions apply, that:

- could affect the orderly running of the school
  - could pose a threat to another pupil or member of the public
  - could adversely affect the reputation of the school.
6. In all cases of misbehaviour, the member of staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.
  7. It is the responsibility of all staff, supported by the board of Governors, to work together to maintain high standards of behaviour in the school.
  8. Parents and carers will be expected to promote good behaviour at all times. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues which may arise.
  9. Pupils will be made fully aware of this policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## Legal duties

10. The school recognises its legal obligations under the Equality Act 2010, particularly in relation to safeguarding and in respect to pupils with special educational needs (SEN).
11. In order to be lawful, punishments must satisfy the following conditions:
  - I. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorized by the Principal;
  - II. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
  - III. It must not breach any other legislation (for example in respect of disability, special educational needs, race or other equalities, or human rights) and it must be reasonable in all the circumstances.
12. A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
13. Corporal punishment is illegal in all circumstances.
14. There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- I. **General power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
  - II. **Power to search without consent** for "prohibited items" including:
    - knives and weapons
    - alcohol
    - illegal drugs
    - stolen items
    - tobacco and cigarette papers
    - fireworks
    - pornographic images
    - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
    - any item banned by the school rules which has been identified in the rules as an item which may be searched for. Please refer to the *Pupil Handbook and see appendix 1*.
15. The legislation sets out what must be done with prohibited items found as a result of a search.

## Strategies to achieve good behaviour

16. All pupils should feel safe and be able to follow the curriculum without disruption. In order to achieve acceptable standards of behaviour, work and respect, all staff are responsible for setting a good example, through:
- having positive contributions to make
  - expecting to give and receive respect
  - treating everyone as an individual who needs their time and care.
17. Good order has to be worked for, it does not simply happen. To achieve this the school must:
- set high standards
  - expects good behaviour
  - apply rules firmly and fairly.
18. Relationships are vital between everyone and at every level. Pupils are encouraged to take the initiative to:
- greet and be greeted
  - speak and be spoken to

- smile and relate positively to others
  - communicate with peers, staff and visitors
19. Problems are anticipated where pupils are learning to develop their own controls and test the boundaries of acceptable behaviour. Success is tested not by the absence of problems but by the way they are dealt with.
20. The school's aim is to:
- avoid confrontation
  - listen
  - establish the facts
  - pass judgement only when certain
  - use sanctions sparingly
21. Celebrating Success is an integral part of the work of the school and is an important aspect of the value-added quotient. The establishing of an internalised personal control system will not be an easy process for many pupils. Staff need to strive to cultivate feelings of self-confidence and self-worth in pupils. The guiding principle for all contact with pupils is to expect them to behave well and to find early opportunities to praise them. Staff are encouraged to be extravagant with praise at all appropriate opportunities, this makes expressions of disapproval all the more meaningful. ***Our endeavour is to catch pupils being good.***

## Mary Hare Secondary School information

22. Reward strategies in school. Staff should:
- Be quick to recognise good behaviour and acknowledge it publicly in front of the whole group.
  - Find opportunities during the day to take students aside and give them quiet verbal encouragement for any positive action.
  - Write comments of encouragement on work.
  - Use the House point system where points are given for academic effort or for responsible behaviour.
  - Give prizes for effort or achievement in many fields.
  - Use whole group rewards where appropriate.
  - Nominate pupils for *the Principal's Set Your Sights High Award, or the Star of the Week, which is awarded to the sixth form.*

## Reward scheme in the care setting

23. The Reward Scheme in the houses is used to promote good behaviour. Posters in each house are available with the details for the pupils. The aim is for individuals, to collect points, based on positive behaviour, that are then converted into rewards these accumulate culminating in a big reward at the end of each half-term. Pupils can be nominated for *Hero of the Week*, by staff and peers, for positive behaviour toward others and the wider school community.

## Sanctions in school

24. **Disapproval:** the effectiveness of this is enhanced when praise is used on a regular basis. Disapproval should always be of the action and not of the pupil.
25. **Restitution:** paying something towards the cost of making things good.
26. **Reparation:** doing a chore to compensate for misbehaviour. The chore should be relevant to the situation and appropriate to the pupil. Chores should not be demeaning or futile and should usually benefit the community rather than an individual.
27. **Restrictions:** The following process will be used within the school day:
- If a pupil does not arrive on time, has incorrect equipment or incorrect uniform the class/form teacher may place the pupil on detention at a suitable time.
  - If a pupil has not completed prep, in the first instance the subject teacher in consultation with their Head of Department should arrange a detention at a suitable time - lunch time or break.
  - For pupils who are persistent in not completing prep, there is the facility to be placed on double prep for Years 7 - 9, to come into school for Years 10/11 and to attend supervised 7 - 9pm prep for Years 12 & 13. This should be arranged through the teacher in charge of prep.
  - For inappropriate behaviour not covered by the above – pupils should be spoken to by the teacher; if this does not give the desired behaviour the pupils should be referred to the Head of Department, form teacher, Head of Year and in the final instance the Vice Principal.
28. Following these interventions, the pupil may be placed on internal report:
- If the problem is still not resolved the Heads of Year, Assistant Principals or Vice Principals will see the pupils concerned. It may be appropriate for the form teacher, subject teacher, senior members of staff and pupil to meet together so that the pupil sees that everyone is aware of the standards now expected of him or her.
  - If the situation continues the senior member of staff in conjunction with the Head of Year and the form teacher will put the pupil on report for one week. Pupils on report carry a form which requires a comment from the teacher of each lesson during the day, and this is checked by the senior member of staff each morning as a new form is issued.
  - Being on report continues beyond the initial week if problems are recorded. The Principal or Vice Principal is involved at this stage. The pupil may be internally excluded - an imposition of restrictions on the pupil's movements both in and out of school. A notice of any internal exclusion appears on the staff notice boards in the staff room.

## Permissible sanctions in the Care setting (Secondary School)

29. Consequences will be identified according to a pupil's individual needs, level of understanding and specific interests. A verbal reminder of expected behaviour and encouragement of positive behaviour may be followed by a sanction if the negative behaviour continues. The following are sanctions used in the care setting:
- Sweeping and serving in Blount Hall
  - Grounding
  - Early bedtimes
  - 15 and 30 minute reporting
  - Last to supper
  - Being accompanied by staff in school grounds or sitting with staff on minibuses
  - Exclusion from visiting other houses or taking part in certain activities
  - Double prep or 7 - 9 supervised prep
  - Community work - washing up, tidying communal areas, helping with younger pupils, litter picking
  - House Report
30. There are clear guidelines for actions that would result in these various sanctions in the care staff sanction book, held in each of the houses. All sanctions given in the care setting must be recorded within 24 hours of being given and copies included in individual pupil care plan files. Pupils are encouraged to record their views on the sanction. Effectiveness of sanctions is evaluated regularly by the Care Standards Officer, in collaboration with the Heads of Care and Team Leaders.
31. In extreme circumstances or where behaviour is repetitive, in either setting, the Principal or Vice Principal together with Heads of Care will liaise with the parents, Local Authority and Governors and the pupil may be placed on a school contract regarding behaviour, together with an explanation of strategies that the school will implement to support the student. On rare occasions, it may be necessary to suspend a pupil for a stated period and for them to attend a re-admittance meeting involving the pupil, parents or carers and a member of the Leadership Team. The decision to suspend can only be made by a member of the Leadership Team or the Principal and will only be made where absolutely necessary.

## Support for pupils

32. It is acknowledged that there are pupils who need support to understand what appropriate behaviour is. The following strategies are available in these circumstances:
- I. Pupils are able to contact any member of staff, of either gender with personal, academic or welfare concerns.
  - II. A meeting can be arranged for all teachers and care staff who work with the pupil to ensure consistency.

- III. It may be appropriate for the pupil to attend anger management courses or emotional literacy courses to help support their behaviour.
- IV. Daily diaries and reflective strategies are offered in the houses, led by the Heads of Care.
- V. Mentors and buddies will be sourced to support the student.
- VI. A support plan can be written which should, where possible, include input from the pupil, parents and professions detailing intervention strategies to be adopted. This may be written by a form tutor, Head of Year, TA or the SENCO.
- VII. The ELSA (Emotional Literacy Support Assistant) may work with the pupil during school time to help them achieve positive outcomes.
- VIII. The Wellbeing Coordinator may work with the pupil during school or care time to help them achieve positive outcomes.
- IX. The Quiet Room in school provides a place for pupils who require a short period of time out of lessons to calm down. This is used at the discretion of staff and the aim is to enable the pupil to return to class as soon as possible.
- X. The Independent Listener provides confidential support to all pupils with concerns or worries (in compliance with safeguarding guidelines).
- XI. The school will work in collaboration with external agencies such as Deaf CAMHS to provide effective support to pupils who require it.

## Relevant staff training

33. Staff in the care setting receive training on how to recognise and deal with incidences of bullying and challenging behaviour.

## Mary Hare Primary School information

### Positive Behaviour Recognition

34. Pupils learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. Emphasis is on positive behaviour management through recognition and praise.

### Strategies

35. The school have introduced a 'Going for Green' resource which supports positive behaviour with charts, certificates, privilege and consequence cards. To achieve this adults use:

- Praise (individual and whole school praise in assembly)
- 'smiley' faces/stickers (younger children)
- house points
- positive comments on work
- showing work to another adult/class/Headteacher
- celebration in weekly Award Assembly
- 'Star of the week' award
- sharing success with parents

- collective whole class rewards e.g. collecting items in a jar, and a full jar earns a treat/trip out.

### **House Point System**

36. All pupils belong to a House (Griffins, Dragons and Unicorns). House points can be awarded by any member of staff for e.g. trying one's best, good work, improved behaviour, kind and helpful behaviour. At the end of each half term, in Award Assembly the total of house points for each house is announced. At the end of the year, the winning house's name is engraved on the House Shield.

### **Support for pupils**

37. The following support is available to all pupils:

- Classroom and care staff are continually monitoring the well-being of the pupils noticing and discussing any changes of behaviour or ongoing difficulties with the Headteacher and Care Team Leader.
- Any behaviour causing significant concern is discussed by the whole staff to ensure consistency of care and approach.
- The school ELSA and Behaviour Support Assistant are available to support pupils with one to one sessions; supporting pupils to identify and manage their feelings.
- There is a designated well-being area (the Nest) where pupils can go to take time out and be calm when experiencing difficulties. A member of staff is available to support this process ensuring the pupil feels calm and ready to return to the classroom.
- An Independent Listener is available to provide confidential support to all pupils with concerns or worries.
- Deaf CAMHS is used to refer pupils whose behaviour is causing serious concern.
- Behaviour targets are put on a pupil's IEP in order to help the pupil regulate their own behaviour.
- School/Parent partnership is promoted with on-going correspondence in the home school books, telephone calls, school meetings and when necessary home visits.

### **Dealing with unacceptable behaviour**

38. If a pupil is failing to respond to positive responses and encouragement of good behaviour, then it may be necessary to employ a sanction as a consequence of unacceptable behaviour, in order to enforce the school rules.

### **Sanctions in School**

39. There is a hierarchy of consequences/sanctions. The hierarchy is made explicit to pupils, as is the link between behaviour and consequences.

Initially, a variety of low level verbal intervention strategies are used e.g. reminders, encouragement to stay on task or stop the negative behaviour and make the 'good choice', with praise for any positives. If the inappropriate behaviour persists, then a warning card is issued and the consequences are presented as a choice to help teach pupils that they are responsible for their own behaviour. If the behaviour still persists then a red consequence card is issued and the pupil is seen by the Headteacher.

40. It should be noted that every day the pupils start with a green card emphasizing a fresh start to a new day. Staff maintain a weekly class behaviour record, logging when a warning or red card has been issued. This is used to trace patterns of behaviours and identify possible triggers.
41. Consequences will be identified according to a pupil's individual needs, level of understanding and specific interests:
- Time out of break or lunch time play.
  - Pupil may carry out a task to 'repair' the relationship, if appropriate e.g. write letter of apology/say sorry (depending on language level of pupil).
  - Class Teacher arranges for pupil to talk to Headteacher in her office.
  - Class Teacher and Headteacher discuss, inform parents and discuss with them. Parents may be invited in to talk with teacher, pupil, Care Team Leader and Headteacher. Behaviour chart is set up and reward system discussed with parents.
  - For extreme behaviour which causes, or threatens to cause, injury to others, the pupil is excluded, Head rings parents and the pupil is sent home.

### Sanctions in Care

42. If the pupil is a boarder, any behaviour issues/sanctions during the school day need to be relayed to and discussed with Care staff at the handover at the end of school. This ensures that the pupil's keyworker is aware of what has happened, and how the pupil may be feeling, and is therefore prepared to understand any related behaviour in the evening and talk about it. Classroom sanctions are not normally carried over into residential time, but are separate. Care time sanctions are:

- **Miss 10 minutes of free play time after school**  
Used for silly behaviour or when others have been upset.
- **Miss all free play time after school**  
Used for silly behaviour or when rude to adults.
- **No bikes for 1 day**  
Used when bikes have been ridden in out of bounds areas or ridden in a dangerous way.
- **No football for 1 day**  
Used when there has been fighting or arguing during a game

- **No video/DVD for 1 day**  
Misbehaving whilst watching a video or DVD
- **Exclusion from the evening activities**  
Used for bad behaviour or being rude to adults
- **Use of behaviour chart**  
Used for persistently bad behaviour including being rude, upsetting others, not listening to adults.
- **Early bedtime**  
Used when behaving badly at bed time or during the night.
- **Cleaning/tidying up**  
In cases of vandalism or damage. Parents are also contacted regarding reimbursement.

### **Positive reinforcement**

43. The emphasis is at all times on positive reinforcement of good behaviour. We aim to ignore attempts at negative attention-seeking, e.g. defiance in public, by withdrawing attention from the pupil, especially when surrounded by other pupils or adults i.e. an audience. This promotes the aim that it is not adult control or humiliation of the pupil but self-regulation. The adult should say “I’ll talk to you about this when the visitors have gone, or assembly etc. is over”. Then, one-to-one, the adult can tell the pupil that she is disappointed and replay through talking or role play what happened, and ask the pupil to suggest or role play what would be the ‘good’ choice.

### **Extreme behaviour**

44. If a pupil exhibits extreme and unacceptable behaviour – e.g. physical aggression which results in actual or possible injury to another, then he/she will be excluded from participation with the class activities, parents will be contacted, and the child will be sent home. When the pupil returns there will be a meeting between him/her and key staff (Head, Class Teacher, Care Team Leader) and a discussion and behaviour contract drawn up which the pupil and staff sign. If the child does not respond after this with an improvement in behaviour, referral to Deaf CAMHS is then the next step. Whilst waiting for the referral and during the assessment period, close monitoring by Class Teacher or Head needs to be kept on the child. This will form the basis of an in-school assessment in consultation with all staff to ascertain further action (e.g. reduced timetable/period at home). The decision will be made by Head, Local Authority and parents, to ascertain whether his/her behaviour is escalating to such a degree that a reduced timetable is necessary, or he/she needs to spend a period at home. Parents will be consulted at every stage. The Local Authority will be informed of this and kept up to date with developments.

**Other policies** to be read alongside this one, include:

3 – Physical intervention, de-escalation and physical contact policy



*Securing the future of deaf children and young people*

- 5 – Equality and Diversity policy
- 6 – Anti-bullying policy

## Appendix – Behaviour guideline poster



### Behaviour Guidelines

It is important to have rules so that pupils can live together comfortably and be treated with equality. The following are expectations of your behaviour.

- To get up in the morning when woken; to get dressed and go to breakfast at the right time.
- To remember your manners in Blount Hall. Remove hats, coats and hoods; do not use your mobile phones or music devices.
- To clear your table after your meal and to help clear up when asked.
- To be dressed in the correct school uniform and be in form on time.
- You are expected to use prep time to do your prep. Mobile phones and music devices are not to be used during this time in school.
- Know the *out-of-bounds* areas, and stay within them.
- Out of school hours you will need a permission slip to visit the following:- the library, computer room, or a different house.
- Return to your own houses at the time expected each evening.
- Go to bed when you are asked and be ready to settle down at lights out.
- Treat other pupils and staff with respect, do not be rude or swear.
- Respect the privacy of others and respect other peoples belongings.
- Do not be disruptive, difficult or rude when on trips and minibuses.
- Do not damage anything on purpose. Inform staff when damage has happened.
- Do not take anything that does not belong to you.
- Boys and girls are not allowed in each other's bedrooms.
- Smoking, drinking and drugs are not allowed.

### Poor Behaviour will have consequences

If you do not follow the School rules then these are the sanctions you could be given:

Sweeping and serving in Blount Hall.  
 Grounded for a length of time.  
 Early bedtime.  
 15 and 30 minute reporting.  
 Last to supper.  
 Sitting with staff during supper.

Exclusion from areas or activities.  
 Double prep.  
 7-9 prep.  
 Community work.  
 House report.  
 Suspension.