



Behaviour Policy

Mary Hare School for the Deaf

Version	Date	Description	Change ID
	1.7.19	Approved By Board	

Contents

- 1. Context**
- 2. School Ethos**
- 3. Main Policy Elements**
- 4. Code of Conduct**
- 5. Appendices**
 - **Rewards**
 - **Steps to take in behavioural management**
 - **A toolkit of positive handling**
 - **Examples of restorative questions**
 - **Links to other documents**
 - **Terms used in this document**

1. Context

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, sadly, have learned inappropriate strategies in settings which were not meeting their needs. We recognise that some pupils' 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.

Peter Gale

March 2019

2. School Ethos

- We believe in promoting high standards of behaviour to ensure that all children can reach their potential by being educated and cared for in an atmosphere which is safe, respectful, free from bullying, distraction and harassment.
- We believe difference is to be celebrated and good behaviour to be the norm with students, parents, and staff feeling they can rely on a positive and productive atmosphere which promotes learning and personal development.
- We believe all members of the School community should be respectful of each other. All pupils, staff and parents/carers are issued with a copy of the pupil and/or staff Code of Conduct and should adhere to these. Both Codes of Conduct have been formulated with the safety and well-being of the pupils in mind, to enable the school to function efficiently as a place of learning and to allow residential pupils to live comfortably alongside one another.

3. Main Policy Elements

There are four main elements to the policy:

1. We reward excellence in behaviour, attitude and action alongside educational achievements. (Appendix 1)
2. We take a child centred approach to understand what lies behind poor behaviour and we work positively with all our children to give them the tools to enable them to behave in an appropriate manner across all situations and environments. We support them to reflect on their behaviour to help them to overcome the factors which cause them to struggle to conform to the school's rules and norms of good behaviour. This includes taking restorative action.
3. We challenge behaviour that is unsafe or makes others feel unsafe.
4. We challenge behaviour that makes others feel discriminated against because of their ability levels, gender, race, religion or sexuality.

Reviewed July 2019

Next review date May 2020

We expect staff, parents and carers to be committed to these principles and to apply and adhere to the systems we put in place to ensure a consistent approach is adopted across the organisation. All staff must set a positive example in their own behaviour towards our students, each other and parents, guardians or carers. All parents and guardians, while on the school premises or dealing with Mary Hare staff must behave in a calm and respectful manner, in accordance with our code of conduct, and set a positive example for their own children and all the other children in the school.

We will achieve these aims by:

- having a whole school positive behaviour management approach involving de-escalation and contemplative and restorative reflection. (Appendix 2) This is based on a sense of community and shared values and is supported and followed by the whole of Mary Hare School including parents/carers, organisational staff, pupils and governors.
- the pastoral support system (form tutors in school and key workers in care) having a holistic overview of the behaviour of individuals in their care.
- having clear and specific expectations, outlined in our Code of Conduct, understood by all staff, parents and students.
- promoting core school values for pupils, including: responsible behaviour, self-discipline and respect for themselves, other people and property.
- encouraging and rewarding good behaviour rather than to simply punish bad behaviour.
- to analyse behaviour data, identifying patterns and working with students and staff to promote understanding and change.
- having transparency in how and when rewards (and sanctions) are applied.
- recognising that, for some pupils, challenging or worrying behaviour may be a symptom of other difficulties and that improvement may be made in very small steps.
- making clear to pupils the distinction between minor and more serious misbehaviour through a system which is clear and fair and applied in a consistent manner across the whole organisation.
- treating problems, when they occur, in a caring, sympathetic and non-confrontational manner with the intention of achieving an improvement in behaviour.
- applying positive policies, to create a caring, nurturing environment in which teaching, learning and relaxation can take place in safe and happy surroundings.
- having a detailed understanding and knowledge of a student's background and their ability to modify their behaviour.
- ensuring behaviour and values are proactively taught, discussed and supported through PSHE, care, curriculum areas, tutor and assembly time.
- working with parents in helping students to overcome their difficulties and involving our well-being co-ordinator and outside agencies when necessary.
- ensuring behaviour management is a regular feature of staff training.
- ensuring all staff are aware of the steps to take when managing behaviour (Appendix 3 and 4)
- by all staff ensuring they are aware of our students with 'red and amber rated' behaviours and follow the advice published by the Pastoral Care Team when dealing with these students. Students identified as having red rated behaviours will have individual behaviour plans.

Mary Hare School

Code of Conduct



We have high expectations of the entire community at Mary Hare. You are valued and should value others. This means that every member of our school will follow a code of conduct. Therefore, everyone must:

Be Kind and Caring

- ◆ Listen to other people's opinions and point of view even if they are different to your own
- ◆ Think about the words you say and how they make other people feel
- ◆ Look after other people
- ◆ Offer your help
- ◆ Reject all forms of bullying or discriminatory behaviour

Be Responsible

- ◆ Listen carefully and be cooperative
- ◆ Arrive on time to all lessons and appointments
- ◆ Be prepared and ready to learn in all of your lessons
- ◆ Wear the school uniform/dress code with pride
- ◆ Look after your environment, keep it clean, tidy and free from damage
- ◆ Look after your own and other pupils' equipment including audiological equipment

Be Self-disciplined

- ◆ Complete your work and prep on time and to the best of your ability
- ◆ Be focused on your own work
- ◆ Listen politely to other people
- ◆ Walk in corridors and keep them clear
- ◆ Go to bed at the allocated time

If you made the wrong choice..

- ◆ Take responsibility for your actions
- ◆ Cooperate with staff
- ◆ Attend your detention
- ◆ Reflect on what you need to do to make things better and take positive action
- ◆ Make the right choice next time and be a good role model for others

5. Appendices

Appendix 1

Rewards

Following the school's code of conduct means you can expect to receive the following rewards:

- Verbal praise given to the student privately and publicly
- Written praise to the tutor, HOD, HOF, HOY, Key worker, Team Leader, Principal, Parents.
- Set Your Sights High Award
- Scores on the Doors Rewards
- Congratulatory messages in Hare Mail
- Special trips
- Certificates
- House points (categories held with form tutors/care-staff and are collected on SIMs). House points can result in the following:
 - Your house receiving the House Championship Cup and Shields
 - Termly raffle prizes such as an 'early to lunch/supper pass' /amazon voucher
 - Annual raffle prizes such as cinema tickets etc/mini iPad

Additional Sixth Form Recognition

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

Appendix 2

Examples of Restorative Questions

There are many restorative scripts that can be useful to ensure that everyone involved in harm is heard and everything that needs to be done to repair a situation happens

What happened?

What were you thinking of at the time?

What were you trying to achieve?

What have you thought about since?

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?

How do you think those people are feeling?

What choice did you make?

What choice could you have made?

What are you going to do differently next time?

What could you have done differently?

How would you advise a friend in this situation?

Was it the right thing or the wrong thing to do?

Was it fair or unfair?

What exactly are you sorry for?

Who's been affected?

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 you 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

Steps in Behaviour Management

Reminders for Staff

- Designated Safeguarding Lead (DSL) to be directly informed of any disclosure made
- Form tutors/Key workers to be informed of behaviour (other than disclosures referred to the DSL).

Serious Behavioural Incidents

The following incidents should be immediately escalated to the Heads of Care or Heads of Year who will decide on next steps.

- Any safe-guarding incident involving bullying/sex/drugs/alcohol/pornographic images/images of extreme violence/being in a bedroom which is forbidden/out of bounds/possession of weapons
- Physically hurting someone/Fighting
- Theft
- Discriminatory behaviour
- Foul or offensive language which is used in a threatening or deliberately abusive manner
- Malicious Allegations
- Inappropriately setting off fire alarms or fire extinguishers
- Fireworks
- Vandalism

Steps to take when dealing with negative behaviours

All incidents must be recorded on SIMS and the form tutor/key worker must be kept informed to allow a holistic overview of all the students in their care.

At all points students must be supported to think about their behaviour in the context of the code of conduct.

B1 All staff should adopt the following in a step wise process

- gesture and expression
- verbal warning
- 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 the code of conduct
 - Reminder of next steps if behaviour continues
 - To allow student a chance to amend behaviour
 - To privately discuss/remove any property which may be cause of the behaviour
- Calmly remove the student from the situation (maybe a change of seat in a classroom)
- Removed into a more structured situation: (in school this may be from a classroom into department or faculty parking system for cooling off period. In care this may be from a common room to sit with care-staff in the office).

Reviewed July 2019

Next review date May 2020

- Reflective session with staff member as soon as is practically possible.
- Restorative action to be agreed and carried out by the student
- Referred to line manager for support.

To avoid confrontation and in certain cases students may be given a 'Time Out Card' to leave the situation and to seek the support of an identified member of staff. Students and staff **must always** return to complete discussion, reflection and restorative action.

B2 For repeated behaviours

- Form tutor/Head of Department/Team Leader to give support

B2 Where a referral is made to the HOD/Team leader

Reflective discussion with student/member of staff and HOD/Team Leader
restorative action to be agreed and completed.

Department/House report

B3 Unless specified otherwise HOD/Team Leader only may refer incident to HOF/On-Call Care

HOF/On-call care to mediate discussion between staff member and student

HOF/On-call session to complete contemplative and restorative work

Phone call to parents

Short term withdrawal from lesson

Free time working with HOF/On -Call Care

Faculty report/On-Call report

B4 Referral to HOY by tutor/HOF

Discussion/resolution/reprimand – use of contemplative and restorative pack and action

Detention at break

Detention at lunch time

Detention after school

Appropriate monitoring card – targets set to allow for positive response

Letter/email to parents

HOY report

Request for parents to come in

Check action of other outside agencies/discussion with DSL and Well being officer. Share appropriate information with staff.

B5 Referral to SLT by HOY only

Referral to On-Call SLT may be made by On-Call Care

Contemplative and restorative work

School report

Internal Exclusion

Fixed term exclusion

Individual contract drawn up – supervised by Heads of Care and Team leaders / HOY and form tutors

Appendix 4

A Toolkit of Positive Handling.

Be in your classrooms/houses ready to receive the children.	Do something unusual.
Remember you are the adult.	Remember there are no winners or losers.
Meet and greet pupils and smile!	3D Divert, Diffuse and De-escalate.
Start and finish with a word of praise.	Watch your body language and facial expression Appear relaxed!
Praise in public but sanction in private.	Give choices
Keep calm and never act in anger.	Unfold your arms!
Remember the best outcome for the pupil is a learning outcome.	Keep your hands open, don't point your finger.
Use humour.	Respect the pupil's personal space.
Build bridges not barriers.	Stay calm and avoid raising your voice
Always ask for help/ accept help when it is offered.	Give lots of praise
Catch them getting it right!	Tactically ignore! (you don't have to react to everything)
Do not personalize things.	

Appendix 5

Link to other Documents

- Staff Code of Conduct
- Bullying Policy
- Exclusion Policy
- Safeguarding Policy

Appendix 6

Terms used in this document

1. Contemplative and restorative reflection/justice: Is a behaviour management system based on respect, responsibility, repair and reintegration. It focuses the individual on their responsibility to the rights of others. It can take place alongside other sanctions but those sanctions are most likely to be in the form of a restorative action or community service.
2. Restorative action: The action that a pupil takes to make amends to rectify any harm caused. This may be a letter, a community service, helping the person who was harmed etc.
3. Positive Behaviour Support is system which recognises that some students will not respond to the normal behavioural management systems which are in place. It recognises that values and behaviours need to be proactively taught and students who display behaviours outside of the norm need to be identified and given individual behaviour management plans.
4. Red rated behaviour is high risk behaviour which will be identified in no more than 5% of the school population.
5. Amber rated behaviour is where up to 15% of students are displaying behaviours which need intervention to prevent them becoming red-rated behaviour.
6. Internal Exclusion is where a student is removed from lessons and or free time. The removal of a student from his/her free time will occur when an incident has taken place against another pupil/member of staff.
7. Fixed term Exclusion is where a student is sent home for a fixed period of time. It will require a readmission meeting with a parent or guardian at the end of the period.