



Mary Hare Policy: SCH001

Behaviour Policy

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Securing the future of deaf children and young people



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Introduction

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

September 2021



1. School Ethos

- At Mary Hare, we set out sights high in terms of knowledge, thinking and behaviour.
- When approaching behaviour, we are Ready, Respectful, Safe and Successful.
- These are our expectations for everyone in our community: staff, students and wider stakeholders

2. In Practice

- We take the view that good behaviour should be taught, reinforced and rewarded so that students, staff and stakeholders understand their role in our community and are committed to invest in individual and collective success.
- 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 on personal development, using the Ready, Respectful, Safe and Successful framework. This takes the form of a dialogue, which follows a HEARing model (Honesty, Empathy, Autonomy, Reflection) and may lead to Restorative action or other relevant consequence.

3. Delivery

- This is a whole school positive behaviour management approach which aims to foster a sense of community and shared values, to be followed by all staff, students and stakeholders
- Staff in the pastoral support system have training in restorative practice and HEAR dialogue strategies (HEAR being introduced in 2021/22)
- Behavioural “nudges” in the form of bold signage is planned for external and internal display (2021/22) based on Ready, Respectful, Safe and Successful.
- Ready, Respectful, Safe and Successful are becoming embedded in our shared language across the school through assemblies, verbal and written feedback, and other interactions between all stakeholders.
- We follow a PIP and RIP (Praise in Public and Reprimand in Private) strategy
- We maintain and analyse data on behaviour to identify individuals who need the greatest levels of support. Those identified through data analysis as requiring additional support have individual behaviour plans, which are widely circulated and regularly reviewed with key stakeholders.
- Engaging individuals in honest and reflective dialogue around behaviour, allows opportunities for them to take autonomy for their actions.
- Our empathic approach recognises that, for some people, challenging or worrying behaviour may be a symptom of other difficulties and allows us to build a detailed understanding of their needs.
- We use Ready, Respectful, Safe and Successful when communicating with parents and outside agencies around behaviour.
- Behaviour management is a regular feature of staff training and reinforced regularly in updates, bulletins and meetings
- Up to date house point totals to be included in the roll out of school display screens (2021/22)



Appendix 1: Using Ready, Respectful, Safe and Successful

As this is a School-Wide Positive Behaviour Policy, we are careful to remind staff and students 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.

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:

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"

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."

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"

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: Rewards

Being Ready, Respectful, Safe and Successful provides its own rewards, however we are clear in celebrating these successes through the following.

- Verbal praise given to the student privately and publicly
- Written praise to the tutor, HOD, HOF, HOY, Key worker, Team Leader, Principal, Parents.
- Congratulatory messages in Hare Mail
- Letters/Cards home
- Stars of the Week
- Certificates
- Letters/Cards home
- House points (collected on SIMs) result in a whole-house prize (trip or other)

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
- Trips out
- Speech Day Awards

Appendix 3: Dialogues

Restorative Questions

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:

1. 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?
2. 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?
3. 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?
4. 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?

HEAR Dialogues

HEAR is a rapport based dialogue created by Emily and Laurence Alison. When engaging in a conversation, it is important to have a clear intention, a goal to come from the intervention.

Honesty: it is essential that the interviewer is honest about their expectations and about what can and can't be promised as an outcome.

Empathy: The interviewer should aim to understand the and empathise with the points of view of those in the meeting. This does not mean that they need to agree with them, but should recognise their point of view.

Autonomy: Those being interviewed should be given the autonomy to reflect upon and change their behaviour for themselves, because they want to.

Reflection: The interviewer should reflect back the statements made by others, sometimes distilling key points so that everyone is clear about intent. They then encourage personal reflection on the situation by all involved

Appendix 4: Poor Behaviour Incidents

Classroom teachers/duty staff/care staff are expected to manage low-level disruption in their classrooms, at break time and in care, following a praise in public and reprimand in private, model. Any initial interventions should be framed by the shared language – Setting our sights high, being ready, respectful, safe and successful.

If the incident is immediately serious, see Appendix 5 (below).

If the incident is not one of those in Appendix 5, escalate to HoD/Team Leader/Key Worker

HoDs/Team Leaders/Key Workers should lead restorative or HEAR conversations with those involved, as soon as is practical. Restorative action to be agreed and carried out, with the HoD/Team Leader ensuring that it is completed to a satisfactory conclusion. If the matter remains unresolved, it should be escalated to HoF/On Call Care leader.

HOFs/On-Call Care Leaders should mediate a restorative or HEAR discussion, ensuring that all involved (staff and students) are included and heard. Parents of students will be contacted and staff may be reprimanded. Students will be put on report to monitor poor behaviours related to the incident and staff will face any relevant proceedings set out by the HR department. If this process fails to resolve matter, it may referred to HoYs.

HoYs should initiate a process of discussion/resolution/reprimand/repair, liaising with all of those involved. For students, this may lead to sanctions and consequences and will seek support from parents to engage young people in dealing with their poor behaviour, particularly if it is persistent. HoYs will also liaise with DSL and Well Being officer to check action/discussion of other outside agencies. HoYs will also share appropriate information with staff. If the poor behaviour relates to staff, HoYs will engage with Mary Hare's HR Team through the whistleblowing process. If the HoYs' interventions are unsuccessful, the matter will be escalated to the Senior Leadership Team.

Senior Leaders will examine the failings in the process and ascertain how best to support the individuals involved. This may begin with further restorative work and reporting, however Leaders may also opt for internal, fixed term or permanent exclusion for students whose behaviour is most serious or persistent. For staff, Senior Leaders will seek to follow guidance from HR.

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

All incidents of poor behaviour 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.



Appendix 5: Serious 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 bedroom which is forbidden/out of bounds/possession of weapons etc.
- 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

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

All incidents of poor behaviour 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.

Appendix 6: Linked Documents

This policy should be read in conjunction with:

- Behaviour Statement
- Bullying Policy
- Exclusion Policy
- Physical Intervention Policy
- Safeguarding Policy
- Staff Code of Conduct