

# Hillcrest Glebedale School

## Positive Behaviour Policy

*This policy is linked to and derived from the overarching curriculum policy. This policy has been reviewed by the SLT to ensure it does not undermine British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.*

Local Procedures Owner: Karen Caswell

Issue date: March 2018

Review date: March 2019



This policy has been produced in accordance with the following publications:

- ['Behaviour and Discipline in Schools – Advice for Head Teachers and Staff' \(January 2016\)](#)
- ["Use of Reasonable Force – advice for school leaders, staff and governing bodies" \(July 2013\)](#)
- ["Searching, screening and confiscation: advice for schools" \(February 2014\)](#)
- ["Keeping Children Safe in Education: statutory guidance for schools and college" September 2016](#)

## **INTRODUCTION**

Our purpose is to improve the life chances of the individual by expanding opportunities and encouraging independence.

We believe that positive behaviour leads to good learning outcomes. Therefore our school should be a place where:

- students' safety is the highest priority
- all students can learn and enjoy their learning in a calm and caring environment
- education staff can teach and respond to students without interruption
- parents and carers are involved in supporting the school

- we all respect each other's cultures and beliefs
- visitors can come in at anytime and witness:
  - participation and engagement
  - a caring approach
  - positive behaviour
  - respect for adults, other students and the school environment
  - kindness in solving problems and dealing with issues
  - a friendly and polite welcome

Preventing inappropriate or anti-social behaviour is better than having to deal with the consequences (either for the individual or group) of poor behaviour. It is recognised that behaviour problems are significantly reduced by:

- Structured routines, planned, prepared and supervised activities
- Interesting, well prepared and appropriately resourced lessons and a relevant curriculum
- Early intervention for individuals
- Clarity and consistency of expectations and consequences

### **Support Strategies**

Hillcrest Glebedale School is committed to working with pupils, parents/carers in order for pupils to develop their social and emotional literacy; utilising support from a range of professional support services in order that staff and pupils receive the necessary advice and support in order to secure improvement and the development of positive behaviours.

A range of strategies are employed by all staff across the school in order to develop and promote positive behaviour such as:

- Personalised rewards and targets
- Targeted SEAL work
- Whole school SEAL strategy
- Use of PACE technique
- Adaptation of learning environment
- Seating plans
- Re-organisation of groupings/timetable
- Access to Quiet Areas
- Differentiated learning resources, tasks and targets
- Visual prompts, verbal reminders of expected behaviour
- Encouragement to make a good choice
- Reminder of possible consequences.
- Reward points/golden time

Individual strategies are recorded in pupils Individual Behaviour Support Plans which are found on the school's shared drive. Hard copies are stored in the Pastoral Manager's office and should be read and signed by all staff.

Our policy is to:

- promote positive behaviour and attitudes amongst all young people to facilitate independent and responsible choice making about behaviour
- inform parents and carers about school policy and encourage their active participation and support in the education, behaviour and discipline processes
- to reward effort, positive learning outcomes and good citizenship
- provide a positive learning environment that enables students to acquire appropriate classroom habits and help to prevent occurrences of poor behaviour or confrontation in the wider school environment
- to provide opportunities for students to discuss behaviour related issues through Tutor Time, targeted work and the school's curriculum
- to provide regular training for staff in positive behaviour management

## **CODE OF CONDUCT**

We expect all pupils to:-

- Attend every day and be on time
- Follow their timetable
- Settle down quickly to task
- Attempt all work set and try your best
- Remain in class and on site
- Use your agreed strategies e.g. Time Out
- Be willing to work with staff to make progress
- Follow staff instructions promptly
- Treat pupils, staff, the building and equipment with respect.
- Remove outdoor clothing in class
- Only bring what you need to school e.g. no phones, speakers, e-cigarettes or smoking materials.

## **REWARDS AND CONSEQUENCES**

### **REWARDS**

Positive behaviour will be recognised by the following methods:

1. verbal praise from staff
2. positive comments in work books
3. positive verbal comments during handovers to parents/ carers
4. positive comments in reports
5. good work displayed
6. Certificates and commendation letters home
7. Telephone calls home to recognise positive efforts
8. Reward points which can be used to access vouchers, trips and appropriate items.  
(see appendix B)

### **SANCTIONS**

The school uses a range of responses which is graduated in its response ensuring any sanction is reasonable and proportionate and may include:-

- A verbal reprimand
- Loss of privileges
- Catching up of lost learning time during lunch or break (reasonable time for the pupil to eat, drink and use the toilet is provided).
- Detention after school for 15, 30, 45 and 60 minutes, depending on issue (24hrs notice will be given to students, parents/ carers)
- School based community service or imposition of a task (restorative tasks) – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- In more extreme cases schools may use temporary or permanent exclusion. The Head Teacher will issue a fixed-term or a permanent exclusion only as a last resort

### **Reporting and Monitoring**

Pupil performance against classroom expectations and individual targets will be tracked using the electronic daily trackers and Individual Learner Passports. Daily trackers should be completed by teaching staff on a lesson by lesson basis and used at the end of the day by Tutors for discussions with pupils and parents and carers. This, alongside incident data, should then be used to set new targets and to identify areas of focus for targeted intervention work.

Staff should follow the framework in Appendix A when reporting behavioural incidents.

### **Behaviour outside of School**

Legislation states that ‘Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.’ The school may impose sanctions from the previous list for any behaviour which occurs outside school including non-criminal bad behaviour and bullying which occurs off the school premises and which is either witnessed by a staff member or reported to the school.

School staff must consider imposing sanctions for behaviour outside of the classroom which:

- could have repercussions for the orderly running of the school or
- pose a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

### **Use of Reasonable Force**

School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. Force is usually used either to control or restrain. It must never be used as a punishment; this is always unlawful.

### **What is reasonable force?**

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) Schools generally use force to control pupils and to restrain them. - 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. - 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 5) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### **Who can use reasonable force?**

- 1) All members of school staff have a legal power to use reasonable force.
- 2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

#### **When can reasonable force be used?**

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes – to control pupils or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

#### **Schools can use reasonable force to:**

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

All staff at school have accessed STRIIDE Training. Core principles include that physical intervention is always a last resort and the least intrusive techniques should be employed and that it should form part of a wider strategy of behaviour management and pupils rights and dignity should be protected at all times.

## **Searching and Confiscation**

### **Confiscation of inappropriate items (includes statutory guidance)**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' including:
  - a. Knives and weapons
  - b. Alcohol
  - c. Illegal drugs
  - d. Stolen items
  - e. Tobacco and cigarette papers
  - f. Pornographic images
  - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
  - h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

All confiscated items will be stored in the SLT office. Parents/carers will either be notified at the end of the school day or with immediate effect dependent upon the nature of the item. The school may contact the Police where it is believed the items are unlawful e,g weapons and/or pornography

## Appendix A

### Behaviour Reporting Framework

The aim of the framework is to:-

- ensure learners are treated equitably
- the avoidance of excessive form filling
- shared understanding across settings
- ensure staff understand their responsibilities

<b>Level 1</b>		
<b><u>Behaviour</u></b>	<b><u>Suggested strategies</u></b>	<b><u>Reporting and Actions</u></b>
<ul style="list-style-type: none"> <li>• shouting out</li> <li>• work avoidance</li> <li>• arguing</li> <li>• inappropriate comments</li> <li>• leaving class</li> <li>• other minor disruptive behaviour</li> <li>• Swearing</li> </ul>	<p><b>Staff should always employ strategies identified on a pupils' individual plan as being effective for that pupil.</b></p> <ul style="list-style-type: none"> <li>• Refer to Code of Conduct/rules/routines</li> <li>• Refer to rewards/targets</li> <li>• Model desired behaviour</li> <li>• Tactical ignoring</li> <li>• Clarify expectations</li> <li>• Seating plan</li> <li>• Differentiated resources/tasks</li> <li>• Distraction free area</li> <li>• Time Out</li> </ul>	<p>Record on Dojo any time spent out of lesson – Time Out or internal truanting and catch up needed</p> <p>It is the responsibility of all staff to respond to low level disruption.</p>

	<ul style="list-style-type: none"> <li>• Change of task</li> <li>• Use of class support</li> <li>• Show concern for learning</li> <li>• Ensure appropriate environment /resources</li> </ul>	
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Level 2		
<u>Behaviour</u>	<u>Suggested Strategies</u>	<u>Reporting/Actions</u>
<ul style="list-style-type: none"> <li>• Persistent low level disruption (as above)</li> <li>• Deliberate damage</li> <li>• Continuing rudeness to staff/other learners</li> </ul>	<p><b>Staff should always employ strategies identified on a pupils' individual plan as being effective for that pupil.</b></p> <p>As above +</p> <ul style="list-style-type: none"> <li>• Catch –up work</li> <li>• Timetable review</li> <li>• Targeted intervention</li> <li>• Review support/targets</li> <li>• Parent/carer involvement</li> </ul>	<p>Completion of form on the same day as the behaviour which should be given to the Tutor by 3pm.</p> <p>Staff to be informed of outcome/action taken at morning briefing.</p> <p>At the discretion of Tutors Level 2 reports will be shared with parents/carers.</p>

Level 3		
<u>Behaviour</u>	<u>Suggested Strategies</u>	<u>Reporting/Actions</u>
<ul style="list-style-type: none"> <li>• Fighting</li> <li>• Deliberate injury to staff/learner</li> <li>• Threatening behaviour</li> <li>• Stealing</li> <li>• Sexually inappropriate behaviour</li> <li>• Leaving the school site</li> <li>• Discriminative language/behaviour</li> <li>• Extreme vandalism</li> <li>• Bullying</li> <li>• Unlawful behaviour</li> <li>• Health &amp; Safety Risks</li> </ul>	<p><b>Staff should always employ strategies identified on a pupils' individual plan as being effective for that pupil.</b></p> <p>As above +</p> <ul style="list-style-type: none"> <li>• Involvement of other agencies – Police, Social Care</li> <li>• Mediation</li> <li>• Restorative Justice</li> <li>• Timetable change</li> <li>• Exclusion</li> <li>• 1 to 1 intervention</li> </ul>	<p>Completion of form on the same day as the behaviour via Information Exchange and SLT/Tutor alerted.</p> <p>Carers/Parents informed and other stakeholders where necessary.</p> <p>Staff to be informed of outcome/action taken at morning briefing.</p>

## Appendix B

### Criteria for Awarding Reward Points

Focus	0	3	5
Learning	Failed to engage in learning Did not achieve any learning outcomes Detention/Catch-up required	Limited engagement with learning Achieved some of the learning outcomes and work was of a good standard. Re-engaged with learning following a period of non-engagement	Positively engaged with learning. Achieved all of the learning outcomes and work was of a high quality.
Attendance	More than 5 minutes late to class Repeatedly left the classroom without permission	Late to class Left the classroom without permission once.	On time Remained in class
Conduct	Level 3 incident Level 2 behaviour throughout the majority of the lesson.	Level 1 behaviour displayed but responded to staff intervention.	Outstanding conduct throughout the session

Tutor Time	Tutor 0 – More than 5 minutes late, failed to engage positively. Tutor 5 - On time, engaged positively.
Break	Break 0- required multiple conduct warnings Break 5 – engaged positively with peers, no conduct issues, cleared away
Lunch	Lunch 0- required multiple conduct warnings Lunch 5 – engaged positively with peers, required verbal reminder (minimal), cleared away Lunch 10 – engaged positively throughout no issues, cleared away without reminder

**Hillcrest Glebedale School**  
**Spiritual, Moral, Social and Cultural Development Policy**

At Hillcrest Glebedale School we recognise that education should not solely be concerned with the development of knowledge and skills, but should also encompass the personal development of each young person. We understand that the social, moral, spiritual and cultural development of our students plays a significant part in their ability to learn and achieve. Our curriculum focuses on the holistic development of the individual; addressing all of their needs including emotional, physical, relational, intellectual, creative and spiritual. We therefore aim to provide an education that delivers opportunities for the young people to explore and cultivate:

- Their own personal values and beliefs,
- Spiritual awareness,
- A positive, caring and tolerant attitude towards other people
- Community awareness and a sense of belonging,
- An ability to communicate effectively and interact positively in all social settings
- An appreciation of the diversity and richness of cultures, including their own.

We also promote the development of responsibility towards others and the environment. We encourage students to respect specified fundamental British values, including democracy, personal liberty and rule of law.

### **Hillcrest Glebedale Values**

At Hillcrest Glebedale we endeavour to support young people during their life journey to develop into self-assured, confident, happy, well-balanced and healthy young people. They are taught to understand and articulate their feelings, whilst being encouraged to have the confidence to ask questions. All students are supported to work towards their own goals and aspirations, all personal achievements are celebrated. Older students are encouraged to support younger students, acting as role-models or peer mentors where possible.

### **Social development**

At Hillcrest Glebedale young people are supported to develop their personal, social and communication skills so that they can develop positive relationships with others; interact successfully within the school and wider community; be cooperative and effectively resolve conflict. They are encouraged to develop tolerance and understanding so that they can contribute effectively in a multi-racial, multi-cultural society and develop into positive, helpful human beings.

We teach knowledge and understanding of our society including people, society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities. We endeavour to prepare our students for life as a citizen, parent, volunteer or worker within the community.

### **Moral development**

At Hillcrest Glebedale we support young people to reflect upon their own experiences, enabling them to distinguish the difference between right and wrong and develop a respect for the civil and criminal law of England. The young people are encouraged to develop an understanding of their own emotions, actions and consequences of their behaviour. They participate in discussions and develop opinions about contemporary moral and ethical issues.

### **Spiritual development**

At Hillcrest Glebedale we support young people to be reflective about their own beliefs and perspectives on life. We are inclusive and respectful to all individuals, their faiths, feelings and values. We encourage our students to develop a positive attitude towards themselves, others and the world around them. The curriculum is designed to allow them to use imagination and creativity in their learning.

### **Cultural development**

At Hillcrest Glebedale we believe in helping students to develop their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of other communities. We strive to enhance their understanding and respect for diverse faiths and cultures. They are taught about Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. We provide plentiful opportunities for our students to participate in and enjoy artistic, musical, sporting and cultural opportunities.

### **Aims**

By providing a nurturing environment along with the delivery of a broad and balanced curriculum we at Hillcrest Glebedale aim to:

- To ensure that a student's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- Empower students to develop their self-knowledge, self-esteem and confidence.
- Enable students to distinguish right from wrong and to respect the rule of law.
- Encourage students to accept responsibility for their actions and choices, show initiative and understand how they can contribute to community life.
- To give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
- To enable students to develop an understanding of their individual and group identity.
- To enable students to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- Encourage students to respect fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Offer a balanced presentation of opposing viewpoints where political issues are brought to the attention of students
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### **Teaching and Organisation of the SMSC Curriculum**

- At Hillcrest Glebedale SMSC will be delivered through virtually all aspects of the school's broad and balanced curriculum.
- We pride ourselves on the nurturing ethos at Hillcrest Glebedale. We promote teaching styles which value students' questions and encourage reflection, thoughts, ideas and concerns.
- We create an environment where opportunities are accessible to all, enabling each young person to recognise and achieve their potential.
- We provide opportunities for SMSC development outside of the classroom i.e. visits to museums, historic buildings, through exploration of art and the sciences.
- We will develop personalised timetables in collaboration with our learners to ensure their engagement and motivation for learning.

- We provide opportunities for students to participate in fund raising work to support local charities.
- We provide a regular 'solution focused' learning opportunities to allow students to examine their skill set and evaluate their own progression
- Our students participate in regular relaxation/ therapeutic activities to explore ways understanding and dealing with their emotions
- Hold regular events/ assemblies to develop and deepen cultural awareness.
- Welcome guest speakers from within our community to give an insight into roles, responsibilities and career opportunities, speakers include Police, Fire Service, Paramedics and Base 87 as well as T3 who provide substance misuse awareness and educational sessions
- Provide SEAL /Nurture/ Circle time sessions for KS2 and Citizenship Studies/PSHE for each student at KS3 and KS4
- Encourage students to talk about personal experiences and feelings and learn to effectively express and clarify their own ideas and beliefs. To include speaking about difficult events, e.g. bullying, death etc.
- Explore relationships with friends/family/others.
- Develop empathy.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.

*Many curriculum areas provide opportunities to:*

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree and learn to deal appropriately with conflict.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

#### *Extra-Curricular Activities*

Personal development is also enriched through a wide range of extra-curricular activities (Sport, Music and social activities) which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons.

#### **To support our students we will:**

- Provide a clear framework of values and behaviours and all adults will act as role models at times.
- Adhere to our Positive Behaviour Policy which is reviewed annually in collaboration with the students
- Review regularly the rewards and sanctions scheme as part of a student forum to ensure that it is valid, motivational and relevant to our young people.
- Reward and promote positive choices and behaviour.
- Encourage students to reflect over negative behaviour or poor choices and support them to understand emotions, relationships, causes and consequences.
- Work in partnership with uniformed services – Police, Fire, and Ambulance Service who provide regular learning activities and support for our students.
- Discuss our ethos with parents and carers so that what is learned at school can be supported at home
- Through the SEAL/ Life Skills curriculum students will explore the importance of being a good citizen, understand right from wrong and the importance of the law.
- Through awareness days and assemblies students will learn about diversity and learn to understand and appreciate of different cultures, race and other forms of equality

- Through citizenship projects, enable young people to explore their rights and responsibilities as both UK and Global Citizens and make a positive contribution to society.
- Work to identify transitional steps and what support our young people may need for the next steps of their career/ life journey.
- Develop external links to provide wider cultural learning opportunities i.e. charities, businesses, museums, art galleries etc.

This policy has been written in line with Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Students – Departmental advice for Independent schools and Academies/Free Schools Version 2 – November 2014.

This policy is reviewed annually by the governing body.

Signed (Head teacher):

Signed (Chair of Governors):

Date:

Date for review: