

Hope School Behaviour Policy

Our Philosophy within Hope School and College is that every student is an individual. Taking achievement, equality, and independence as our guide, we aim to achieve the highest possible standards.

The principles underlying our behaviour policy:

- That every member of the school community feels valued and respected
- To promote an environment where everyone feels happy, safe, and secure
- That every member of the school community will be treated fairly and in a consistent way

This policy is designed to promote good behaviour whilst developing an ethos of kindness and co-operation rather than merely deter anti-social behaviour.

The rights and responsibilities of all members of our school community

The student's will:

- look after everybody
- follow instructions
- use good manners

Staff will:

- treat all students equally, irrespective of gender, race, religion, or disability
- play an active part in building up a sense of community and will apply the agreed standards of behaviour consistently.
- have a responsibility to model the type of behaviour felt to be acceptable.
- support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.

Parents and carers will:

- respect the school's behaviour policy and to work with the school to support their child's positive behaviour.
- send their child to school each day punctually, suitably clothed, fed, rested, and equipped ready to learn.
- sign and return the Home School Agreement.

See 'Behaviour booklet for 'The Rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning' (National Strategies Guidance)

How positive behaviour is taught through the curriculum at Hope School

Nurturing Approach

We follow a nurturing approach with key focus on balancing care and challenge. We aim to provide attuned warmth and connection with our pupils alongside structure, high expectations and a focus on achievement

Early Years

- Curriculum activities and learning and primarily based on the prime areas of learning focusing on PSED skills
- Stickers, positive praise, and modelling behaviour are continually used to support PSED development and positive behaviour
- Circle time
- Key person group time
- When appropriate PSED skills are included in children's IDP plans

Primary

- All students have a PSED skills-based target included in their IDP that they work on termly.
- Pupils may have a reward system in class.
- Pupils enrichment of positive behaviour in assemblies
- Circle time
- Collective worship/Time for reflection

Seniors

- Follow a 'Thematic Curriculum' which embeds PSED & Citizenship targets in lessons, assemblies and IDP targets.
- Circle / Reflection time.

Hope School College

Students follow a 'Values for Living' which focuses on all aspect of PSED. All students have a target included on their IDP.

The School Rules at Hope are:

- look after everybody
- follow instructions
- use good manners

Each class works together to identify age and ability appropriate rules, rewards, and sanctions. This is then used by teachers to set sanctions relevant to the needs of their individual pupils. The behaviour and sensory processing lead can assist with this as can staff who have previous knowledge of the student.

Behaviour Toolkit

All teachers, HLTA's, Classroom Assistants, and Lunchtime supervisors have contributed to a whole school approach to dealing with low, medium, and high-level behaviours within school. Guidance is displayed in every classroom and supports staff to provide a consistent approach to managing behaviour across all age ranges,

See 'Behaviour Booklet' for the 'Behaviour Toolkit'.

Lunch time arrangements:

Early Years

In the Early Years, the children go into Rainbow group after their lunch to read a book or use the interactive white board for song or story time. At 12.25 the children go outside to play, supporting their interaction skills along side keeping active throughout the day in the outdoor environment.

Primary

In the Primary Department we run 2 separate dinner sittings to successfully facilitate the number of children we have. Key stage 1 eats dinner in the Primary Dining Hall 11:30- 12:15 whilst Key stage 2 enjoy outdoor play and/or a variety of different clubs throughout the week. The key stages then swap over 12:15 – 1pm. This has had a very positive impact on behaviour ensuring both sessions are calm and less busy. The playground is structured, and resources are equally spread and shared. The programme of lunch time clubs available to meet the needs of all children run each day throughout the week – key stage 1 and 2 sessions. They include ICT, multi skills, Music therapy group sessions and Fun box signing sessions – all lead by specific practitioners in these areas and support by support staff. There is also the option of playing on the Primary Playground each day.

Seniors

In the Senior Department students choose the club or activity they would like to access over the lunch break. Clubs were introduced to help create structure and keep students occupied and as a result behaviour in the Seniors over the lunch period has improved considerably.

College

In the College students are offered a variety of activities including Wii, film club, music club, horticulture, Play station, Board games and sensory activities.

Behaviour beyond the school gates.

Several Hope school pupils are involved in inclusion links where they regularly attend local schools and colleges. Whilst attending other educational settings students must adhere to their Behaviour Policies and Procedures. Where students are involved in independent travel or work experience they are always expected to behave in an exemplary manner. In the case of an individual student behaving inappropriately whilst travelling on public transport, on work experience or whilst out in the community the Head of Department will consult with the student, their parents and support staff to decide if it is appropriate for the student to continue.

Procedures for Additional Behaviour Support

1	Individual ABC incident report form/ frequency chart completed by staff if number of incidents are occurring. Future strategies discussed. 'Behaviour recording' system is used.
2	Behaviour and Sensory Processing lead to monitor and keep record of digital and written incident forms – respond accordingly through liaisons and 'Behaviour recording'- SLT made aware.
3	Pupils are identified by class teacher as needing individual support for behaviour. Whole class staff meet to formulate a Behaviour Plan or Strategies to Support Plan- These are uploaded to the 'Behaviour Recording' system.
4	Class teacher informs parents of the plan and invites them to contribute and discuss. If parents are unavailable for discussion, then a copy of the plan will be sent to them for consultation. Head teacher and the Behaviour and sensory processing lead informed and a copy of the plan should be saved in the Behaviour Recording system.
5	Implement the plan: within structured timetable, identify planned structured activities, monitor procedures, review procedure identified and review half termly or sooner of necessary.
6	If concerns continue B & SP lead will attend class liaison to discuss behaviour plan and strategies and where appropriate do an observation in class.
7	Repeat Stages 1 - 6
8	If concerns continue refer to Targeted Education Support Service to complete an observation & consultation with class staff. TESS will provide a report including recommendation which will inform BP and PHP.
9	Repeat Stages 1 - 6
10	If concerns continue, Head teacher / SENCO agrees to contact Educational Psychologist and or Learning Disability Team.

Use of Force to control or restrain pupils within Hope School

All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of Education and Inspection Act 2006 and the Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008). The latest Guidance from the Department of education on "The use of Reasonable Force" July 2013 See 'Behaviour Booklet'. Staff will be updated of any changes made by the government relating to the Use of Force.

Staff only intervene physically to control or restrain children to prevent injury to a child a member of staff, or if a child is in danger of hurting him/herself. Also, if serious damage to equipment is occurring that makes the environment unsafe. The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Force. Under no circumstances will force or restraint be used as a form of punishment.

Hope School has several members of staff who are TEAM TEACH trainers who run a rolling programme of training ensuring there are staff in every department who can offer support when necessary. Hope School has a Positive Handling Plan sheet which is used to monitor and record Physical Interventions used in school. All Positive handling plans are revised half termly in consultation with class staff and a copy is saved in the behaviour folder in the share area.

See 'Behaviour Booklet' for a copy of a Positive Handling Plan

Pupils have individual PHP. A bound and numbered book is used to record physical interventions

Exclusion

It has not been necessary to exclude a student from Hope school and it is our intention that with the tiered levels of support we have in place and the focus on staff training we will be equipped to deal with the needs of our pupils without the need for exclusion.

Detention

Where students attend other educational settings, they must adhere to their Policies and Procedures on detention.

Searching Pupils and their possessions

The legal power to search pupils including their possessions without consent, not only for weapons but for alcohol, controlled drugs and stolen property came into force in September 2010. This was revised in July 2011 to include cigarettes and other tobacco products, pornography, fireworks and specified personal electronic devices (mobile phones, iPod etc) and to legislate any other items banned under school rules. At Hope School a student or their possessions may only be searched with prior permission from the Head of Department. A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

Screening

Whilst attending other educational settings students must adhere to their Behaviour Policies and Procedures on screening.

Allegations of abuse against staff and volunteers

See full guidance on www.wiganlscb.com

Key points

If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned.

In response to an allegation, staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative,

Allegations that are found to have been malicious should be removed from personal records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

Pupils that are found to have made malicious allegations are likely to have breached the school behaviour policy. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion.

In the event of an allegation of abuse against a member of Hope school staff or volunteer the school will follow Section 8 of the Child Protection Procedures set out by Wigan Safeguarding Children Board. Any allegations will be reported immediately to one of schools Designated Safeguarding Officers (DSO- Sue Lucas, Sharron Yates, Pauline Lynch).

Managing Pupil Transition

Transition of pupils on entry to Hope school, is supported by close liaison between home and other agencies working with the child. Opportunities for parents and children to visit the school and meet staff prior to entry are encouraged. An all about me book, half day visits and key worker system ensures a smooth transition from home to school. Transition between year groups and departments are carefully planned taking students' behavioral needs into consideration when allocating staff to classes. Each year pupils will be accompanied by at least one familiar member of staff into their new class to ensure continuity of approach and reassurance for pupils and parents. Pupil Profiles are completed each year by the pupil's class teacher and passed on to their new teacher outlining preferred methods of communication, physical, and medical needs and any behavior strategies used to support the pupil. Parents and pupils have an opportunity to meet their new class staff at an Open evening during the summer term and three transition visits are organized throughout school for staff to work with pupils in their new classroom settings and get to know each other before the summer. All Individual Behavior plans are revised termly (sooner if necessary) so they accurately reflect the pupils needs and outline strategies to support them.

College

Transition is a gradual process that takes place throughout the students three years in college. They have opportunities through World of Work and their Options including Hair and Beauty, Radio, Film Production, Catering, Horticulture, Small Animal Care, and Construction to try new skills and gain work experience. Students visit Transition events and are supported by a career's advisor and transition social workers who work with college staff, parents, and adult services to help students and families make informed decisions about their next steps. In the autumn term students experience taster days at a vast array of providers. During the summer term staff liaise closely with the settings the students will move onto and support students on visits as well as invite new staff into college to spend time with the students and share information. This comprehensive approach ensures a smooth and supportive transition for students leaving college and moving onto new placements.

Support available through Hope school and the LA for parents/carers in developing their child's social, emotional, and behavioural skills includes:

- Face to Face (support for parents)
- Embrace (Support for the whole family)
- Parent group who meet weekly on a Wednesday morning
- Home school diaries
- Annual reviews
- Open evenings, parent evening
- Drop-in sessions offered through the school Education Psychologist

- Targeted Educational Support Team
- Learning Disability Team
- CHAMS
- School Councillor
- Early Bird Plus
- Early Bird: Healthy Minds
- Play Therapist
- Nurture

Monitoring and Reviewing Hope School Behaviour Policy

The head teacher and behaviour lead within school (Jim Fox) monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed: _____ Head teacher **Date:**

Signed: _____ Chair of Governors **Date:**