



BEHAVIOUR POLICY

Version: March 2019

Status	Statutory
Responsible Management Committee (MC)	Wellbeing
Date last approved by MC	June 2019
Responsible Person	Head of Centre
To Review Date	March 2020
Last Amended Date	March 2019

Rationale

The priorities of Herefordshire Pupil Referral Service (HPRS) are education, wellbeing and personal development of all pupils. We are proud to be a provision that offers opportunity for successes to all.

We strive to support our pupils to achieve the three C's:

- ✓ **Currency** (qualifications)
- ✓ **Character** (Resilience, understanding, tolerance etc)
- ✓ **Culture** (British values).

Behaviour is key to ensuring that learning can take place and our pupils show respect, empathy and tolerance of others during their time at HPRS. We expect all pupils to show these values around the school at all times.

Our policy is to enable pupils to re-engage with education and a school environment through thoughtful and targeted support within clearly defined boundaries and expectations. We strive to ensure pupils feel listened to and supported when they are struggling and to teach them appropriate responses to problems they face.

Our Behaviour Policy will be reviewed regularly as there is a constant need to consider its effectiveness within the changing structure of the Service and its organisation.

Aim

HPRS recognises that good behaviour is essential so that individuals feel secure and learning can take place effectively. Success and recognition of positive achievements helps pupils' self-esteem and confidence, which in turn leads to self-discipline.

We achieve this by:

- Getting to know our pupils and their abilities, respecting our pupils and expecting them to show respect to others
- Providing a safe learning environment in which each individual can succeed
- Providing extra-curricular activities where individuals can broaden their experiences to develop skills and talents

- Encouraging good behaviour and attitudes through curriculum planning and delivery
- Encouraging pupils to develop a sense of citizenship
- Encouraging pupils to develop a sense of awareness and take responsibility for their behaviour
- Celebrating success

At HPRS, we expect excellent behaviour and consideration for others. The school enforces a consequence for behaviour, whether it is positive or negative.

HPRS expects our pupils to

- Behave in a way that brings credit to themselves and our school - (this includes journeying to and from school and when off site for any reason such as trips etc.)
- Wear uniform correctly
- Not to be involved in bullying of any kind
- Move around the school in a calm manner. For Health and Safety purposes, running is not acceptable as this can lead to injuries being sustained
- Look after our school. Litter, graffiti and damage makes our school an unpleasant place to be for everyone
- Follow all Health and Safety rules e.g. wearing goggles in science and the safe use of tools in technology.
- Respect the rules of the centre

Roles and Responsibilities

HPRS believes that improved school behaviour can only be achieved if it is viewed as a shared responsibility of the school staff, management committee, parents, pupils and the wider school community.

Management Committee will:

- Ensure that the importance and value of good behaviour is promoted to pupils and their parents
- Regularly review the school's Behaviour Policy and ensure the required resources are available to fully implement the policy
- Monitor the school's behaviour and related issues through termly reporting at Management Committee Meetings
- Ensure that there is a named member of the Management Committee to lead on behaviour
- Ensure that the school has clear systems to report, record and monitor the behaviour of all pupils, including those who are educated off-site
- Ensure that there are procedures for collecting and analysing behaviour data frequently to identify causes and patterns of disruption
- Ensure that data is understood and used to devise solutions and to evaluate the effectiveness of interventions

The Leadership Team will:

- Actively promote the importance and value of good behaviour to pupils and their parents
- Form positive relationships with pupils and parents
- Ensure that there is a whole school approach which reinforces good school behaviour. For example, good teaching and learning experiences that encourage pupils to behave and achieve
- Monitor the implementation of the Behaviour Policy and ensure that the policy is reviewed regularly
- Ensure that staff are aware of the Behaviour Policy and Procedures, and are able to address behaviour issues
- Ensure that the Rewards and Sanctions, are applied consistently and fairly by all staff to all pupils, as set out in the Behaviour Procedures document
- Report the school's behaviour and related issues through termly reporting to the Management Committee. This will include serious incidents and exclusions

- Ensure that systems to report, record and monitor the behaviour of all pupils, including those who are educated off-site are implemented
- Ensure that behaviour data is collected and analysed frequently to identify causes and patterns of inappropriate behaviour, including exclusions
- Interpret the data to devise solutions and to evaluate the effectiveness of interventions
- Ensure that all the above priorities are shared with and reinforced by all relevant school staff
- Develop a multi-agency response to improve behaviour and support pupils and their families
- Document interventions using the standard required should legal proceedings be instigated
- Celebrate good behaviour
- Invite pupils and their carers to a behaviour meeting to identify if we can offer support in any way

Staff will:

- Model good behaviour
- Respect pupils in their care
- Actively promote the importance and value of good behaviour to pupils
- Apply behaviour expectations consistently, with clearly defined routes and easy to follow systems.
- Award sanctions and rewards for behaviour consistently

We request that parents and carers will:

- Talk to their child about school and education. Take a positive interest in their child's work and educational progress
- Instil the value of education, together with good and appropriate behaviour within the home and school environment
- Encourage their child to look to the future and have aspirations, and understand the importance that behaviour can play in achieving such aspirations
- Ask the school for help if their child is experiencing difficulties
- Inform the school of any change in circumstances that may impact on their child's behaviour
- Support the school; take every opportunity to become involved in their child's education, form a positive relationship with school and acknowledge the importance of children receiving the same messages from both school and home
- Encourage routine at home, for example, bed times, homework, preparing school bag and uniform the evening before
- Encourage pupils to refer problems to a member of staff and not to try to deal with it themselves

Outcomes for pupils that we want to achieve through this policy:

We want all of our pupils to become:

- Decent, successful, polite young people who aspire to be part of society
- Well-rounded individuals, who are happy with their life
- Successful in employment, education and future training
- Curious about the world around them
- Confident, able people who respect themselves and others
- Self-reflective adults who can communicate and express themselves
- Respectful of difference and diversity

To help them achieve this we will need to:

- Insist and ensure that pupils behave appropriately towards each other as well as staff
- Offer advice and guidance as well as model HPRS expectations on behaviour
- Teach and support pupils to make better choices and demonstrate positive behaviours
- Support them from the outset and help them realise that we are here for them
- Create a learning environment which helps them re-discover a positive attitude towards their education
- Praise and recognise even the smallest achievements
- Teach respect through showing respect by active listening and modelling of good attitudes and behaviours

Our Code of Conduct

Behaviour for Learning

- Pupils understand that HPRS is a school where teaching and learning takes place
- Pupils understand that we need to have rules so everyone, pupils as well as staff, feel safe in their learning environment
- Pupils understand that all members of the community need to behave in a certain way to allow them and others to learn and feel good about coming to school and making progress

Interactions between pupils and staff

- Pupils and staff are respectful of each other's space
- Pupils understand the need to follow instructions from staff
- Pupils understand that staff are here to help and support pupils to learn and feel safe

Interactions between pupils

- Pupils are respectful of others' differences
- Pupils are respectful of others' personal space
- Pupils are considerate of others' opinions

Movement between lessons

- Pupils respect their school environment
- We do not damage or interfere with school property or other people's property
- Pupils go from lesson to lesson and room to room in a calm and respectful way
- Pupils move to their next lesson without delay

Staying within the school boundaries

- Pupils do not leave the school building unless they have permission from the Head of Centre or are accompanied by a members of staff

Behaviour before and after school

- Pupils are calm and respectful of others and their right to feel safe

Use of reasonable force / Positive Handling

All members of staff at HPRS aim to resolve any conflict situation without resorting to the use of force. However, in extreme situations it may be necessary to use reasonable force, either to control or to restrain. This can range from guiding a pupil to safety by the arm through to more firm action in circumstances such as;

- breaking up a fight or where a pupil needs to be restrained to prevent violence or injury
- preventing a pupil from hurting themselves or others
- preventing damage to property
- preventing disorder

Reasonable force means using no more force than is needed. All members of staff have a legal power to use reasonable force. 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 pupils are fighting and refuse to separate without physical intervention. In extreme cases it may not be possible to avoid injuring a pupil. The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and will always depend on individual circumstances

Summary

We recognise that our pupils face challenges and struggle with high expectations and rules. Our staff will focus on the positives for as long as possible and negotiate and listen to pupils unless it is clear that the pupil is not prepared to co-operate. Staff will re-iterate behaviour expectations calmly but consistently.

In the first instance all staff will deal with an arising behaviour incident themselves and apply the appropriate structures and sanctions. Our staff support each other in ensuring pupils behave in a calm and respectful manner.