



**Sir Peter Hall School**

**Behaviour Policy**

Approved	April 2022	Signed: <i>T. J. Coulson</i>
Reviewed	March 2023	Chair, Local Governing Body

At Sir Peter Hall School it is our primary aim that every member of our community feels safe, valued and respected and that each person is treated fairly and well within a climate of mutual trust and respect. Our vision states our ambition to unlock the potential of all children because every young life is special: open to possibility, gifted with the potential to change the world for the better. We have high expectations of all students and believe, with the right support, every student can succeed and be able to contribute to society and live healthy and fulfilled lives.

Sir Peter Hall has high expectations of all pupils within a culture of unconditional positive regard. We believe in every child and their ability to learn how to learn and how to treat others and themselves with kindness and respect and develop their character: 'Through challenges to the stars'.

Every minute of every day is viewed as an opportunity to extend pupils' knowledge and skills. One of the biggest barriers to achieving this are the pupils' SEMH needs, which we recognise effect their learning and behaviours. Access to the curriculum is severely hindered in a pupil who is unhappy, emotionally dysregulated and who displays challenging behaviour. It follows, therefore, that a happy and emotionally regulated pupil is far more inclined to make progress due to their readiness to learn. Sir Peter Hall School aims is to truly understand our pupils, their Social Emotional and Mental Health needs and their challenging behaviour by establishing the function that the behaviour serves for the individual and then implementing research-driven strategies with one compelling aim in mind: to improve the quality of life for all our pupils and their families. Our relational approach to behaviour allows us to be tough and fair – showing we truly care about each individual through our high expectations and willingness to work alongside our students, whilst maintaining a safe and calm environment and using restorative practices to rebuild and repair relationships.

We take a proactive approach to understanding, managing and teaching behaviour and have taken evidence and guidance from:

'The Kindness Principle' Dave Whitaker

'When the Adults Change Everything Changes' Paul Dix

'Improving behaviours in schools' Education Endowment Foundation  
Guidance Report.

DFE guidance:

Behaviour and Discipline in Schools

Mental Health and Behaviour in Schools

## **Our Behaviour Principles**

We will create a culture of unconditional positive regard

We recognise that children need great teaching in all lessons and that skilled teachers change lives through the relationships they build with learners.

We teach behaviour – learning, social, self-regulation  
We teach children to understand their brains and feelings

We teach children ways to manage themselves and their feelings and how to learn effectively.

Behaviour is understood as communication

We are trauma- informed and understand that many of our students will have Adverse Childhood Experiences.

We will seek to understand the causes of behaviours and whether or not a student can understand the consequences of their actions before we decide what to do next.

We will use a restorative justice approach

We understand adults' behaviours and attitudes make all the difference

We have consistency in the way we do things here – including scripts

We have positively framed expectations

We all like to know where we stand and have consistent high expectations

Agreed language and labels for behaviours to be used consistently

"A Day in the Life of a Sir Peter Hall Student" shows staff, students and families what the expectations are from the moment students arrive until they are safely home. We use 'micro-structures' where we plan every movement and transition a child will make in the school day - providing rigour, routine and structure which supports students with SEMH because they know what to expect and feel safe as a consequence. This will be tailored for individual needs of our SEMH students.

Pupil behaviour is more appropriate when learning and teaching are of a high standard. Sir Peter Hall staff are trained to understand the nature of social, emotional and behavioural difficulties and are able to distinguish these from sporadic misbehaviour and short-term emotional difficulties.

Young people need to be listened to. Inclusive practices benefit all.

Behaviour management is everyone's responsibility. All staff need to be agents of the behaviour policy.

Self-esteem, which is the basis of positive behaviour, is everyone's responsibility.

Behaviour improves when staff and parents work closely together.

Positive approaches to behaviour management are more effective than sanctions.

Communication to pupils needs to be positive and differentiated.

Supportive pastoral systems underpin improved behaviour.

### Code of Conduct

The Code of Conduct is based on our vision 'Through challenges to the stars' and our STAR values: Success, Teamwork, Aspiration and Resilience.

These core values are underpinned by three basic core rights:

The right to learn

The right to be respected

The right to be safe

To achieve these we need to be 'Ready, Respectful and Safe'

The Code of Conduct enables pupils to understand and remember how to conduct themselves around the school and in the classroom. It is framed positively – what to do, rather than what not to do.

Staff are expected to use the Code of Conduct at all times in lessons and around the school. Similarly, parents are expected to support the school and their children in meeting these expectations.

<b>Success</b>	I will strive to be the best that I can be – seeking to understand myself and others I will produce the best work that I can so that I feel proud of myself I will act on feedback <b>I will respect myself, my school community and the environment</b>
<b>Teamwork</b>	I will be kind and trustworthy I will listen to others I will be honest with myself and others <b>I will work with others as part of the Sir Peter Hall team</b>
<b>Aspiration</b>	I will recognise my strengths and build on them I will try new things I will understand and value diversity <b>I will set goals and work towards a healthy and fulfilling future life</b>

<b>Resilience</b>	I will keep trying, even when things are hard I will learn from my mistakes <b>I will learn ways to handle stressful situations in a way which is safe for me and other people</b>
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### **Conduct on the School Site**

- Treat everyone and everything with respect
- Move calmly and safely around the site
- Keep your hands, feet and any objects to yourself
- Hand in your electronic devices at the start of each day
- Wear your school uniform with pride
- Follow instructions from staff
- Do not touch anyone without their consent

### **Classroom Expectations**

- Arrive equipped to learn
- Listen respectfully
- Participate positively in all tasks
- Encourage everyone with kindness and fairness
- Do your very best in every lesson

To support pupils, staff and the families, we have 'A Day in the Life of a Sir Peter Hall Student' which describes how the school operates hour-by-hour and our expectations at every stage of the day. The classroom expectations are underpinned by our 'Sir Peter Hall Teaching Essentials' and our Teaching Toolkits and the Whole School SEND Teacher Handbook which provides detailed description of how we teach and work with students in lessons.

### **Unacceptable behaviour includes:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes, including persistent disruptive behaviour
- Bringing into the school any harmful or illegal substances (including tobacco, e-cigarettes and other drugs, fireworks, matches and lighters). This includes any items related to the supply or consumption of illegal or harmful substances.
- Bringing onto the premises any type of weapon, in particular any type of knife (including small penknife etc) or any type of gun (including imitations) or any item intended to be used as a weapon (for example, scissors, belt etc).
- Behaviour which places students or staff at risk and breaches Health and Safety.

- Any form of sexual harassment or sexual violence (see Appendix for definition).
- Acting to bring others onto or near the school premises as a means of intimidating or being violent towards members of the school.
- Having mobile phone(s) or electronic devices which are not off and out of sight at all times on the school premises.
- Bullying (including Cyber Bullying, Bullying via Social Network sites, etc).
- Breaches of the school's Equal Opportunities Policy.
- Failing to follow the instructions of members of staff.
- Any form of sexual, physical or verbal abuse.
- Deliberate damage to property or the school environment.
- Smoking on the premises or in the locality of the school.
- Theft (including demanding money with menaces).
- Being involved in gang related activity.
- Bringing into school any item which symbolises membership of a gang or involvement in gang related activity.
- Dropping litter.
- Chewing gum.
- Eating food outside of the canteen area.
- Bringing the school into disrepute.
- Going off site without permission.

This list is not exhaustive and there will be other forms of behaviour which are sanctioned.

### **Misconduct: Exams**

Serious breaches of exam regulations including plagiarism will be investigated, reported to examination boards and lead to school sanctions being applied up to and including permanent exclusion.

### **Power to Discipline beyond the School Gate**

The Headteacher has the power to discipline beyond the school gate, and this covers the school's response to bad behaviour off the school premises which is witnessed by staff or reported to the school. This could include poor behaviour:

- on a school trip or activity organised by the school
- on the way to or from school
- when wearing school uniform
- when identifiable as a member of the school

The Headteacher's powers are also extended to poor behaviour at any time, whether or not the above conditions apply, when the behaviour could:

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

Where a criminal action may have been committed, the Headteacher will work with the police, in line with USP advice and guidance.

### **Sexual Misconduct**

At Sir Peter Hall School, there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. We do not pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

Definitions of sexual violence, consent and sexual harassment are taken from 'Sexual violence and sexual harassment between children in schools and colleges: advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads' (September 2021) and are appended to this behaviour policy.

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## **Praise, Sanctions, Restoration and Repair**

### **Praise**

At Sir Peter Hall School we believe that the values and beliefs that underpin the positive climate for learning are best promoted when pupils feel secure and are appropriately praised for all aspects of their school life – including behaving as expected. Praise from a trusted adult is much more effective than sanctions in motivating pupils. To secure the positive climate for learning, the school seeks to create an atmosphere where the emphasis is on praise and encouragement whilst accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct.

**All positive behaviour is noted in some way. We praise and reward students for good behaviour in a variety of ways:**

- Teachers congratulate students giving verbal praise as appropriate. The school expects adults to use praise and encouragement statements at a ratio of at least 5:1 to every corrective statement and higher, particularly where relationships are being developed or re-established, or in re-enforcing desired behaviours. Praise needs to be accessible and meaningful to all members of our school community and to be applied consistently. Praise may be given in a number of ways including directly to the pupil e.g. at meeting time or in a lesson or may be given to the parent via a phone call home.
- The school encourages all adults to recognise the efforts pupils make in lesson, in their positive behaviour and attendance, in the help and respect they offer adults and other pupils in school and in the community and in the way they treat the environment.
- Displaying work to build self-esteem including on the best work board
- We distribute stickers to pupils, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Written comments, stars, symbols or stickers are placed on good work.
- Pupils are sent to a meaningful adult to receive praise
- Certificates are awarded termly for good achievement, progress and attendance.
- Positive comments are made to parents via the student planner
- School Awards
- Privileges which may be appropriate to the pupil

**Staff will not give rewards:**

- As bribes e.g. for classroom control
- If a pupil asks or demands

- In a way which could be expected to cause embarrassment.
- In a way in which devalues their worth to others.

The school acknowledges all the efforts and achievements of pupils, both in and out of school.

### **Sanctions, Restoration and Repair**

Sanctions are necessary for pupils who choose from time to time not to follow the School Rules and behave inappropriately. We accept that it is our responsibility to support those pupils so that they can make better behaviour choices in the future. The available sanctions are to be used to promote and develop positive behaviour rather than to be used as punishment or retribution, and all adults and pupils are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour and must provide time for the student to reflect, participate in a meaningful restorative process and repair relationships,

As much as there is an onus on pupils to take ownership of their behaviour, the school also expects all adults to maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with pupils.

Sanctions are more likely to promote positive behaviour and regular attendance if pupils see them being applied fairly and consistently.

We employ each sanction appropriately to each individual situation.

Sanctions may include:

- One-to-one admonishment/verbal reprimand
- Removal from the group, working independently on a table, working in a work station
- Removal to another class to complete the work
- Re-doing a task or activity
- Tidying up the mess made/rectifying the damage
- Apologising
- Writing a letter of apology
- Withdrawal from a particular lesson or peer group either to the calming room or the reflection room
- Withdrawal of access to some of the school's facilities e.g. lunchtime equipment
- Loss of minutes at break or lunch time
- Removal from enrichment
- Confiscation of pupil's property e.g. Mobile Phones
- Carrying out a useful task in school
- Phone call/email home
- A fixed period exclusion

- Permanent exclusion

Parents are always informed by letter or by telephone if there is a serious incident or persistent poor behaviour. Parents are invited to attend strategy meetings where individual behaviour programmes or pastoral support plans are reviewed. Parents will not normally be told about minor incidents but will be consulted about serious or repeated poor behaviour.

Adults are further expected to:

- Make clear they are dealing with the behaviour, rather than stigmatising the person
- Avoid early escalation by using preventative strategies to severe sanctions, reserving them for the most serious or persistent misbehaviour
- Avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding)
- Avoid whole group sanctions that punish the innocent as well as the guilty
- Wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off)
- Use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome)
- When appropriate, use sanctions to put right harm caused
- Never issue a sanction that is humiliating or degrading
- Use sanctions in a calm and controlled manner
- Ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used)
- Attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour
- Take account of individual circumstances – recognising the each student's individual SEMH needs
- Encourage pupils to reflect on the effects of misbehaviour or absence on others in the school community, as part of everyday teaching and through the 'Restorative Justice' opportunities provided

Adults are therefore asked to:

- Deal with the issue as it occurs
- Make it clear that they are condemning the behaviour not the person
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour

- Avoid whole group sanctions that punish the innocent as well as the guilty
- Avoid humiliating or degrading sanctions

There are some general strategies that we can all employ such as:

- Position yourself where you can be seen by the whole group
- Regularly scan the whole group
- Do not turn your back to the pupils when assisting individual or groups
- Use a range of non-verbal strategies for both approval and disapproval of behaviour – e.g. sustained, relaxed eye contact, confident posture, gestures such as nods, smiles etc.
- Use a firm, calm voice for instructions and clarifying tasks
- Vary the volume and speed of speech to maintain interest
- Lower the voice rather than raise it to diffuse 'problematic' situations
- Move around the room
- Show your enthusiasm for your subject

Avoidance strategies

- Be organised and on time
- Have a positive or upbeat start to the lesson
- Be aware of your tone of voice – calm and persuasive rather than arrogant or condescending – and your body language
- Use your initiative, tailor what you planned in the light of what is actually happening
- Use learners' names
- Try to be relaxed and have a sense of humour (but never at someone else's expense)
- Give learners a choice, or a way out of situations that might escalate
- Deal with secondary issues later – loan a pen to those without but follow it up when it won't interfere with the flow of the lesson

'Diversionary' Strategies

- Give a learner responsibility
- Change the subject
- Acknowledge the reason for any conflict / issue
- If appropriate, accept some responsibility for the situation and offer a new start
- Be aware of the differing needs of different learners; modify tasks or provide support
- Bring humour to the situation
- Talk about learners who have successfully dealt with similar situations

Importantly each pupil has a pupil profile which will detail specific strategies designed to assist with the management of their behaviour. These are

updated at least termly but often more regularly. These must be referred to at all times when planning lessons and proactively planning for positive behaviour.

### **Graded Behaviour Management**

**Prevent:** most of our time and energy needs to go into preventing challenging behaviour from happening in the first place. This means being acutely aware of anything that might cause a pupil to become dysregulated, and which might then act as a trigger for challenging behaviour. It also means putting into place a range of proactive curriculum and environmental supports that are known to assist pupils in staying regulated. These might include: low arousal classroom environments, motivating activities, minimal noise, structured teaching, visual supports and predictable routines.

**Intervene early:** as soon as a pupil starts to show signs of dysregulation, that's the time to act. There is still time at this 'trigger' phase to prevent the pupil's dysregulation from escalating.

**De-escalate:** at this stage, staff need to use their in-depth knowledge to provide the pupil with whatever support they need in order to return to a regulated state. Wherever possible, the pupil ought to be involved in decision making about what they do or where they go. This might include: going for a walk, time-away in the calming room

**Distract:** sometimes, providing a distraction at this point can prevent behaviour from escalating. This might include: doing something unexpected, asking for help to complete a job around the classroom or fabricating a need to have something delivered to the front office.

**Make safe:** in the event that staff have been unable to prevent, intervene early, de-escalate or distract, it is important to ensure the safety of everybody in the event that a pupil's behaviour becomes challenging. This might include: moving furniture, removing items that could be thrown or guiding the pupil to a vacant outdoor space.

**Hold:** as a last resort, and only when all of the previous graded steps have failed, it might be necessary to hold a pupil (using Approach approved techniques) in order to keep everyone safe or to prevent property from being damaged. This must involve the minimum amount of force necessary for the minimum amount of time.

### **Restrictive Physical Intervention**

The students can occasionally place themselves, others and the learning environment at risk. Staff are trained in de-escalation and restraint

techniques and in addition to the above interventions, we recognise that on occasions physical intervention may be required to ensure that

- the safety and well-being of all students and staff is upheld;
- the fabric of the building, and its resources are preserved,
- the opportunity for teaching and learning to take place is maintained
- Teachers in our school do not hit, push or slap pupil. The actions that we take are in line with Government guidelines on the restraint of pupil.

Restrictive physical intervention should only be used as a last resort, where there is risk of injury or harm. It is imperative that school staff who may have to use force on pupils have appropriate training in safe techniques of using restraint. De-escalation strategies must always be used as the first resort. Sir Peter Hall School uses Team Teach and all staff are trained when they join the school with refresher training annually. All instances of restraint will be recorded, as described in the Physical Intervention and Restraint policy.

All staff are trained and required to read and follow the school policy on Physical Intervention and Restraint alongside this policy.

### **Exclusions**

We do not wish to exclude any pupil from school, but we do reserve the right to do this if necessary. We understand that it is not in the best interests of our students with SEMH to be excluded from school and many of the students have already experienced repeated exclusions and in some cases permanent exclusions from other schools and settings. We seek to build trust and good relationships with all students and their families as a basis for positive behaviour and a culture of unconditional positive regard. Exclusions will be used only as a last resort. Only the Headteacher has the authority to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a pupil permanently.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. The governors' discipline committee will always meet to review any Permanent Exclusion, and an independent appeals panel is available too should parents request that

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the commissioning authority, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### **Monitoring of the Behaviour Policy**

A member of SLT monitors behaviour data half-termly. This policy will be reviewed annually.

### **Roles and responsibilities**

#### **The Local Governing Body**

The Local Governing Body is responsible for reviewing and approving the written statement of behaviour principles. The Local Governing Body will also review this behaviour policy in conjunction with the Headteacher annually and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

#### **The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Local Governing Body, giving due consideration to the school's behaviour objectives. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure it is applied consistently.

#### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using school systems
- The senior leadership team will support staff in responding to behaviour incidents

### **Parents/Carers**

Parents/carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher/tutor promptly

### **Legislation and Statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Exclusion from maintained schools, academies and pupil referral units in England](#)

It is also based on the [special educational needs and disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

## **Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy
- SEND Information Report
- Physical intervention & searching policy
- Preventing Bullying Policy

This policy and its associated procedures are subject to continuous review and evaluation to respond speedily to the changing circumstances within the school and national and local changes.