



HOLLY HOUSE SCHOOL BEHAVIOUR POLICY

SUMMARY

Creating a safe environment in school reduces anxiety and increases well-being. All pupils attending Holly House have had difficulties with their behaviour in the past. This policy defines acceptable/unacceptable behaviour, Rights and Responsibilities, Rewards and Sanctions and describes the mechanisms that are in place to support pupils who are experiencing difficulties.

Iain Williams
16.10.17

INTRODUCTION

Our Vision, *'To inspire and support our children to overcome their barriers to learning, develop confidence, raise their self-esteem, realise their potential so they can make a positive contribution to society.'*

Our Aim, *'To provide education and care for pupils with Social, Emotional and Mental Health needs, giving them the confidence and skills to return to mainstream education if and when appropriate.'*

All pupils at Holly House exhibit Challenging Behaviour. Staff at Holly House are skilled at managing with this behaviour to allow them to access their education.

This day to day behaviour management of the young people who attend Holly House is of paramount importance for the following reasons:

- It provides young people and staff with clearly defined boundaries and expectations.
- It enables young people to be educated in a caring and safe environment.
- It facilitates opportunities and experiences where behaviour can be modified or changed.
- It sets out clear targets in terms of positive outcomes for behavioural change.

Each young person in Holly House has a Behaviour Management Plan (My Plan) which forms the basis of how staff work with them. Pupils will have an input into their 'My Plan' through their Key Worker/ Class Team.

This Behaviour Policy sets out our expectations for pupils and staff. It links to the Holly House Ethos and puts behaviour into context, setting out rules and boundaries that are realistic and achievable.

Unconditional Positive Regard

The concept of Unconditional Positive Regard underpins the ethos of this school:

Unconditional Positive Regard is the belief that is the behaviour of the child that may be deemed wrong or inappropriate, not the child. At no point should the child be criticised or made to feel bad about themselves. If a pupil's Behaviour is deemed inappropriate then this needs to be addressed as inappropriate behaviour only.

Working with this ethos it is possible to identify and correct inappropriate behaviour whilst maintaining self esteem

BEHAVIOUR EXPECTATIONS

At Holly House School everybody

Has a right to feel safe

To do this in school we:-

- walk, not run
- take care of our surroundings
- try to be patient and wait our turn
- use polite and positive language
- play fairly and carefully

To do this in the dining hall at lunch time we:-

- walk sensibly to our tables and sit quietly
- stay seated for the whole meal
- use our knife and fork
- use good table manners
- talk quietly with people on our table

Has a right to learn and achieve

To do this we:-

- will listen to and follow instructions
- use appropriate language
- talk at a reasonable volume level
- will ask for help or support
- will try our best to achieve
- will be in our classroom – the right place at the right time

Has a right to have fun

To do this we:-

- will choose an activity and stay involved with it
- will co-operate with others
- will play fairly and follow the rules of the game
- will encourage others to take part

In residence we will remember that we are still at Holly House School

To do this we will continue to:-

- respect others and their belongings
- be in the right place at the right time
- use appropriate language

In public places we will:-

- listen to and follow instructions
- be polite and show respect for others
- respect the environment
- remember that we are representing Holly House

When traveling on the mini-bus or in a taxi we will:-

- wear our seat belt and remain seated
- keep the volume to a sociable level
- not distract the driver or other road users
- take care of the vehicle and remove our litter
- respect the rules of the driver, escort or other staff

School Rules

- We do as we are asked first time
- We go to the right place at all times
- We treat our surroundings, other people and their belongings with respect
- We always try to do our best and always use positive language

Behaviour Buzz-words

- Right Place
- Right Time
- Right Attitude

Personal belongings

At Holly House we endeavour to provide everything that a young person requires in order to take part in school life. The school supplies pens, pencils, P.E. kit and technical clothing for Outdoor Education.

Pupils do not need to bring other belongings into school. Mobile phones and other devices that are brought in should be handed into staff during registration for return at the end of the day. Failure to hand items in could result in them being confiscated until parents can collect them.

Site Safety

Holly House is a non-smoking site and therefore smoking is not permitted, if a pupil is found in the act of smoking he will be excluded for a day or part of a day. Cigarettes, e-cigs, lighters or matches are classed as contraband and will be confiscated if a pupil is found to be in possession of them. Offensive weapons are also classed as contraband and should not be brought onto the school premises. If a pupil does bring a weapon of any kind into school it will be confiscated and possibly handed into the police. Bringing drugs into school is viewed as a very serious offence and will lead to a permanent exclusion and police involvement. All activities undertaken by pupils are risk-assessed and are covered by the Health & Safety policy.

REWARDS AND INCENTIVES

Positive behaviour is constantly encouraged and supported with incentives and rewards. Staff endeavour to model positive relationships and social skills in all areas across school life. This is done both overtly and covertly with groups or individuals.

Rewards and incentives used are:-

- Positive comments in books
- Stickers and Stamps in books
- Verbal or visual praise
- Certificates, merits and mentions in assemblies
- A letter/postcard or phone call home (correspondence book)
- Special mentions book
- Reward Trips (2 per term)
- Other reward activities
- Golden Ticket
- Points system

Each session of the day gives the young person the opportunity to earn points. Each pupil starts at 0 and can earn up to 5 points reflecting their behaviour and work achieved. Staff award points after discussion with pupils at the end of each lesson. Additional points can be earned for achieving individual targets and for earning ten merits. Points are recorded at the end of each session.

When starting every September, pupils are placed in the bronze band of the points system. Pupils are then able to work their way up through the bands when their cumulative score passes set thresholds. These are at 2000 point intervals

There are four points' bands: bronze, silver, gold and platinum worth the following;

Bronze	=	0.75 pence
Silver	=	1.00 pence
Gold	=	1.25 pence
Platinum	=	1.5 pence

Certificates are awarded for reaching each level.

Points may be banked by the pupil or traded in for rewards which are given out each week to pupils who have scored over 370.

Staff may award pupils with a Golden Ticket if they have managed to be in the 'Right Place, Right Time, with the Right Attitude' all day. This gives them a 'dip' in the Golden Ticket Box at the end of the day.

INAPPROPRIATE BEHAVIOUR

Behaviour at Holly House fits into three main categories – Positive, Neutral or Negative. Neutral behaviour causes no problems, but earns no rewards. This might be the pupil that sits quietly in class, says nothing, does nothing and ignores everyone. Positive behaviour is when pupils go over and above, show enthusiasm, are particularly helpful, show understanding or concern for the needs of other pupils. Positive behaviour will be rewarded through the points system. Negative behaviour causes problems in class or around site and interrupts the learning of other pupils. Examples of negative behaviour and our possible response to it can be found in appendix 1.

Negative, inappropriate and unacceptable behaviour will be challenged appropriately taking into account the individual, severity and circumstances of the behaviour. Staff will use a variety of classroom strategies and behaviour management techniques to support the pupil. These include:-

- Verbal prompts, visual prompts
- Reminders of personal targets
- Success reminders
- Reminders of consequences – logical and natural
- Points system – not earning points
- Planned ignoring – delayed intervention
- Fresh face - distraction
- Positive 1:1 support with a significant adult
- Increased staffing level to provide additional positive support
- Movement of pupil to another location – change of environment
- Removal of the individual causing concern using escorts, guides and controls *
- Removal of audience
- Change of activity
- Change of group
- Split Group – disrupt the disruption
- Monitoring/ record keeping/report
- Sessions with positive support, play or Nurture
- Contact with parents or carers
- Rebuilding positive relationships
- Restorative justice
- My plans – pupil-centered behaviour management plans

* Physical intervention may be required where a pupil poses a serious threat to themselves, other pupils or staff, likely to cause significant damage to property or their behaviour disrupts 'good order and discipline'. RPI will only be used as a last resort, is Reasonable and Proportionate and there is no safer alternative. (See Use of Restrictive Physical Intervention policy)

These strategies are used constantly throughout the day to maintain a safe environment at Holly House. They can be applied to low level negative behaviour and hopefully they will be enough for the undesirable behaviour to cease. If not, then the negative behaviour may escalate to cause more serious disruption or put themselves or others at risk.

In these cases unacceptable behaviour may require a consequence or sanction.

The range of consequences is:-

- Warning/reminder (letting them know that behaviour is not acceptable and how to put it right)
- Moved to work elsewhere with support
- Not earning points
- “R-Time at breaks (5 to 15 minutes)
- “R-Time“ after school (30 to 90 minutes)
- “Catch-up” after school (30 to 90 minutes)
- Parents/Carers contacted to discuss behaviour
- An activity ban for a specified time (eg Pool Room Ban for one week or ICT Ban) [note – pupils cannot be banned from their curriculum entitlement]
- Minibus/transport ban for specified time – for unsafe/unacceptable behaviour in vehicle
- Trip ban – based on risk of taking pupil offsite on particular day
- Placed on Daily Report (on Head/Deputy’s authorization)
- Moved down to a lower point band – Exclusion/Absconding off-site
- Repayment for damage
- Internal exclusion – ALP (alternative learning place) – With Support
- Fixed-term exclusion
- Permanent exclusion

Exclusion

The Head Teacher has the power to exclude pupils on Disciplinary Grounds

(Statutory Guidance for those with legal responsibilities in relation to exclusion – September 2017)

Serious incidents or persistent unacceptable behaviour will result in a fixed term, or in extreme cases, permanent exclusion.

Incidents which may result in fixed term exclusion are:-

- Serious physical assaults on another pupil
- Serious physical assaults on staff
- Persistent disruptive behaviour and significant damage
- Bringing alcohol, drugs, cigarettes or any weapon into school

The length of time for fixed term exclusions will be determined by the Head Teacher. School will provide work to be done at home for the first 5 days of an exclusion. Exclusions in excess of 5 days will require the involvement of Alternative Provision to maintain their education. Pupils may not be excluded for more than 45 days in any school year.

The Head Teacher has the authority to permanently exclude any pupil whom he has referred to the discipline committee of the schools governing body.

Parents or carers have the right to appeal against exclusion and should contact the Chair of Governors at the school.

Returning to school following an exclusion should be seen as a 'New Beginning'. There will be a follow-up meeting with a member of Senior Staff to go over the reasons for the exclusion and look for a positive way forward. Parents/Carers may be invited to this meeting.

In order to bring about a reduction in the number of fixed term exclusions a system of internal exclusion is operated. This involves placing the young person in a specifically designated area where they can continue with their academic work with appropriate levels of support and monitoring. This may be for a whole day or part of a day.

Damage

Damage to the building fabric/equipment/resources of Holly House will require repayment from the pupil or their parents or carers. A letter will be sent home asking for a contribution towards repair or replacement. The Police may be involved if a serious offence is committed on school property. (see appendix 2)

Pupil Searches

Pupils suspected of having on their person such as weapons, lighters, matches, drugs alcohol or any item that we would normally expect them to hand in may be searched. This may just be a matter of asking pupils to empty out their pockets, but the school may choose to use a metal detecting wand. We would usually seek parental permission to carry out a personal search if it was felt appropriate. The Head Teacher has the legal power to carry out searches, but in some cases may ask the police for assistance. (DfE 'Searching, Screening and Confiscation' Feb 2014)

APPLICATION OF BEHAVIOUR POLICY

Pupils are at Holly House because their behaviour in previous schools has caused problems and has been a barrier to learning. By managing behaviour, staff at Holly House are able to get pupils to engage in activities and make progress with their learning. It is the consistent application of this policy along with well established routines and procedures that eliminates most negative behaviours or reduces their impact and allows most pupils to access learning.

Pupil behaviour is recorded daily on their chronology and serious incidents are recorded on forms and monitored by the Head Teacher. A record is also kept in the debrief folder.

The briefing at the start of the day and the debrief at the end of the day not only gives an opportunity to discuss pupils and their behaviour, but also encourages a consistent approach from each member of the staff team.

APPENDIX 1

Use of appropriate sanctions/application of consequences – operating guidelines

Aim

To assist young people to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour. In most instances behaviour will be linked to a CONSEQUENCE. There may be a positive consequence for good behaviour or a negative consequence for poor/undesirable behaviour. In some cases the consequence may be that a SANCTION is required. These are more formal.

Guidance/Procedures for Implementing Appropriate Sanctions

Who can give a sanction?

All staff working on the residential unit and in school may recommend that an appropriate sanction is given to a young person. However the ultimate responsibility to authorise the sanction lies with the Senior Staff on duty. No sanction should become operable unless this approval has been given.

In Education

Available Sanctions

After-school Catch up
Repayment for damage
Minibus ban
Trip ban
Internal Exclusion
Fixed Term Exclusion
Permanent Exclusion

Recording Sanctions

All sanctions (except exclusions) must be recorded in the Education Sanction Book which is located in the staffroom. It is a legal requirement that all sanctions are recorded and signed for. Each entry should include:

- Pupil name
- Date
- Reason for sanction
- Time and place sanction carried out
- Pupil Response to sanction
- Signed by staff carrying out sanction
- Countersigned by Head Teacher

On residence/extended day

Available Sanctions

- Removal from points system
- Early Bed
- Mini- Bus ban
- Loss of Activity
- Not eating with the group
- Time Out (Bedroom)
- Repayment for damage
- Evening Report
- Exclusion- In exceptional circumstances the Senior Manager on duty may in conjunction with the Head Teacher or Senior on call take the decision to have a young person returned home if their behaviour becomes inappropriate, unacceptable and unmanageable in the Residential setting (on or off site)

The above sanctions to be used after consultation with the Senior Manager for the evening

Recording Sanctions

All sanctions should be recorded in the Hardback Sanctions Book, which has numbered pages. Each entry should include:-

- Name of the child.
- Date and location of the incident which lead up to the sanction being applied.
- Details of the inappropriate behaviour.
- The nature of the sanction.
- The staff member giving the sanction.
- The names of any other staff present.
- The effectiveness and any consequences of the sanction.
- The signature of the staff member concerned.

UNACCEPTABLE SANCTIONS

- Corporal Punishment
- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of access to food or drink
- Enforced eating or drinking
- Prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline
- Requirement to wear distinctive clothing or the wearing of night clothes by day.
- Use or withholding of medical or dental treatment
- Intentional deprivation of sleep
- Use of fines other than by way of reparation and not exceeding two thirds of the child's immediately available pocket money provision(If appropriate to setting)
- Locking in a room or area of a building without a member of staff being in the room

Sanctions applied to groups of children are not used as punishment for the offences of individual children

APPENDIX 2

REPAYMENT/RESTORATION FOR DAMAGE POLICY

Aim:

We hope that pupils respect their environment and generally there is little deliberate damage around the Holly House Site. To keep things pristine, staff will be watchful of behaviour that might cause damage and apply the behaviour policy to try and prevent damage. When damage occurs it will be followed up with an appropriate sanction.

Wherever possible the school will avoid the need to involve the police in order to prevent criminalisation of the behaviour of Holly House pupils, however there should be a relevant consequence/sanction for damage caused by pupils at school. The Head Teacher reserves the right to call the police for pupils who persistently cause damage to property and the fabric of the building.

Types of Damage:

- **Accidental:** This could include a pupil falling or being pushed against a window or a piece of furniture with no deliberate intention to cause damage. There will be no need to sanction this.
- **Deliberate** A pupil committing an act of deliberate damage to either the school building, school property or property belonging to a member of the school community, must make full or part payment for the repair/replacement of the damage.
- **Graffiti** A pupil found to be responsible for any form of Graffiti either within the school buildings or the school site will have to make good the defaced area using appropriate materials under supervision.

Payment

A letter will be sent home itemising the damage that has been done and the cost of putting it right. Any payment asked for should be by cash or cheque and paid within 14 days. Non-payment will trigger a reminder and if still not paid after another 14 days, legal action may be taken through the authority. In some circumstances points may be taken from a pupil's points bank to pay for damage.

If parents feel that the demand for payment is unfair, they may appeal through the school complaints procedure.

APPENDIX 3

THE POINTS SYSTEM – OPERATING GUIDELINES

Basic Philosophy: Points that are earned cannot be 'lost'. This is a Positive Reward system and not part of any system of sanctions. It provides short, medium and long term incentives, giving students targets to work towards.

How it Operates: Up to 5 points can be earned for each session of the day for positive effort, politeness, hard work, keeping to school expectations etc. 3 is a good score. To earn 4 or 5 you have to be exceptional.

If more than 30 points are scored in a day, this is a good score and the total is doubled. This is a **short term incentive**, rewarding students who have a good day.

Points are also awarded in each lesson for meeting targets, one point for each target making a total of 3 per lesson or 21 for the day. This score may also be doubled.

10 points are also awarded for wearing the correct school uniform all day.

This makes a daily total of 152

This makes a weekly total of 760

A score of 520 points in a week is a good score and this earns a Star Score Certificate. This is a **medium term incentive**, rewarding a good week.

Occasionally the Head Teacher may decide to have a 'Double - Double Day Score' where, if a pupil doubles, all points scored on that day are doubled again and added in as a bonus.

Points are converted into cash using a multiplier depending on what level they are on.

Bronze Level – x 0.75

Silver Level – x 1.0

Gold Level – x 1.25

Platinum Level – x 1.5

All students start in September on BRONZE. To move on to SILVER they have to earn their first 2000 points. To move to GOLD they must earn another 2000 points, then to move to PLATINUM they need another 2000 points. This points accumulation is prior to conversion to cash and is kept as a separate total. This is a **longer term incentive** allowing students to accumulate a 'to spend' cash sum that is 'banked' until such time as they redeem it from the ARGOS Catalogue. At the end of each half term, the top 10 point scorers will earn a place on the 'points trip'. Occasionally this may be extended to the top 12 or more if points scoring has been particularly good over the half-term.

Any student who is excluded for 1 day or more, drops back a level each time they are excluded. Any student who receives a sanction that is recorded in the Sanction Book (for a second time in a term)

such as after school catch up or internal seclusion will drop down a level. Any pupil who absconds from site, including going over the wall into the car park will drop down a level.

Bonus points are awarded for the following things:

100 points – Receiving a Star Award for Merits.

100 points – Top points scorer of the week, Swimmer of the week and any other special award.

Up to 250 points – awarded for a range of positive achievements at the discretion of the Teacher/TA's.

Bonus points are worth 1p each and are added directly to the 'to spend' total.

'To Spend' Points can be spent on Rewards, which are given out at the Friday Achievement Assembly

Points may be deducted for repayments on the basis that each point = 1p. For example 50 points maybe deducted for destroying a pen, pencil, ruler or 100 points for destroying an exercise book. Such sanctions are agreed by staff in the lesson. Points deductions for damage that is likely to be greater than 100 points (£1.00) will need to be agreed by a member of Senior Staff before being applied.

Students who are absent from school for any reason cannot earn points. Their score for each day of absence will be zero.

Certificates are awarded for:

- Star Score – earning more than 520 points in a week (pro rata)
- Star Award – 1 star, 2 star, 3 star etc for each time they achieve 10 merits
- Level Awards – For moving up a level
- Good Effort – over and above
- Top Scores – in each class
- Special Awards – for specific events

Points-sheets are filled in on a Wednesday and left in the office for the Deputy Head and Head of Care to process. Students must earn at least 370 points in the week to be able to order *REWARDS*. Students must not have been excluded during the week to claim *REWARDS* on a Friday. Students must earn double points on the Friday to claim their *REWARDS*. If not they can take their *REWARDS* home the first day the following week when they earn double points.

Produced in this format	September 2016	By	<i>Iain Williams</i>
Review cycle	Annual		
Reviewed/Revised	November 2016	By	<i>Iain Williams</i>
Signed			Date
CHAIR OF GOVERNORS	HEAD TEACHER		
Reviewed/Revised	November 2017		<i>ELT/Governors</i>
Signed			Date
CHAIR OF GOVERNORS	HEAD TEACHER		
Review due	November 2018		
Signed			Date
CHAIR OF GOVERNORS	HEAD TEACHER		
Main signed copy of this policy/procedure kept in Governors folder in main office <i>(as detailed in the Holly House Policies Policy)</i>			