

# The Federation of Heathfield and St Francis Schools



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## STATUTORY POLICY

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### The Federation of Heathfield and St Francis Schools Behaviour Policy

Policy by: Fiona Proffitt, Head of School

Date: January 2021

Signed: *Fiona Proffitt*  
Chair of Governors

To be reviewed: Annually

**This policy is underpinned by the United Nations Convention on the Rights of the Child.**

**The articles relevant to this policy are:**

Article 1 (definition of the child)

Everyone under the age of 18 has all the rights in the Convention.

Article 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 4 (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 37 (inhumane treatment and detention)

Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be

able to keep in contact with their family. Children must not be put in prison with adults.

#### Article 40 (juvenile justice)

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

## INTRODUCTION

In order to cater for the learning difficulties of our pupils, which are complex, we need a behaviour policy that is consistently delivered by all staff within the Federation of Heathfield and St Francis Schools. This will ensure that learning opportunities are maximised.

Successful positive management of behaviour is entirely dependent on the school ethos. Positive behaviour should be constantly and appropriately reinforced. It is important that all staff continually evaluate their own behaviour and attitudes in order to appreciate the positive and negative messages that they are giving to the pupils.

The Federation ethos encourages an atmosphere in which staff can feel free to discuss issues or concerns with regard to behaviour management. Difficulties are not seen as failures. The management of behaviour can be stressful and challenging, and staff should be able to rely on, and support each other, in an atmosphere which encourages openness and discussion.

This behaviour policy is in a continual state of development as it is recognised that behavioural theories and methods will change and improve in the light of experience and, possibly, legislation.

This policy supplements all school policies, but has particular links with the following:

- Child Protection Policy
- Safeguarding Policy
- PHSE Policy
- RSE Policy
- Health and Safety Policy
- Restrictive Physical Intervention Policy
- Anti-Bullying Policy
- Behaviour for Learning Policy (Heathfield)

## DEFINITION

The organisation and management of behaviour across the Federation is underpinned by a whole school approach, and is much a part of the ethos of each school as an approach to certain individual situations. The Federation has a positive approach to the behaviour of pupils with an emphasis on rewarding good behaviour and achievement, rather than punishing bad or inappropriate behaviour. In this way we intend to assist the pupils in understanding and controlling and managing their own behaviour.

Proactive behaviour management is a positive approach to dealing with behaviour issues rather than using reactive management in isolation. Within the Federation we strive constantly to be proactive.

Most staff have received Team Teach training (positive Physical Intervention strategy). Great emphasis is placed on the 95% theory, which underpins this approach (see Restrictive Physical Intervention Policy).

## AIMS

- To provide a safe and happy environment conducive to learning.
- To promote a consistent approach to meet individual needs.
- To foster an atmosphere of awareness and concern for the needs of others.
- To have agreed behaviour management procedures which are known by all staff.
- To have documented a defined structure for behaviour management to support staff, which is multi-element and involves different agencies where appropriate.

## RECORDING AND ASSESSMENT

Behaviour management programmes will be drawn up as, and when, appropriate and a common proforma is agreed for use across the Federation. Data recording sheets are also produced and completed as appropriate.

For those pupils who requires it, a Behaviour Management Plan (BMP) is agreed, focusing on supporting the pupil to learn new strategies and skills.

At St Francis proformas can be found here:

Teacher Resources Pool  Formats  Behaviour proformas

At Heathfield proformas will be found here:

Teachers Resources Pool  Behaviour  BMPs

All incidents of restraint are recorded in the relevant folder using the Hampshire Count Council's proforma (to be found in the school office at St Francis and the Medical Room at Heathfield).

Incident forms (intentional actions) are also completed electronically for more serious incidents and entered onto CPOMS (at St Francis) and monitored by the Heads of School.

## ORGANISATION AND DELIVERY

St Francis and Heathfield Schools both aim to provide a positive climate with high expectations of all pupil in their behaviour and learning. The staff recognise the association between high expectation, quality teaching and learning and positive behaviour. The following elements offer strategies and entitlements that support the ethos across the Federation:

- Staff aim to offer consistent communication when carrying out behaviour management, with attention to all communication forms including body and verbal language, and AAC methods. The pupils in the class, and school, where appropriate, need to know and understand the class and school rules, and the acceptable standards of behaviour. When managing behaviour, class teams plan for continuity, and specific handling techniques are monitored as necessary. This necessitates co-operation and understanding between classroom staff.
- Where appropriate, pupils are given the opportunity to discuss and explore behaviour issues and participate in problem solving. This includes allowing and enabling students to express themselves appropriately.
- Good classroom practice promotes good behaviour: targets are clear and teachers ensure, through differentiated planning, that the targets are realistic for the abilities of the pupils.
- The management of the environment is also important in creating calm, having routines, class rules, security, shared values, adequate equipment and resources. Attention to group formations and to the management of groups within the classroom is also necessary.
- The curriculum is interesting, varied, and relevant and has regular changes. Variety can increase attention and motivation: each teacher employs different teaching strategies in each class. There are always equal opportunities.
- Staff need to carry conviction and confidence when implementing behaviour programmes; this is enabled through self-confidence, which, in turn, generates confidence in the pupils. A system of positive rewards and incentives is encouraged as oppose to a reliance on negative sanctions. Staff ensure that the pupil perceives that rewards are related to positive behaviour. Staff getting to know and understand the needs and concerns of each individual pupil can usually avoid confrontation situations.
- Any strategies agreed upon are given time to work. Pupils also require time to assimilate information and instructions, and to respond. The views of pupils are important and it is acknowledged that listening to them well is an important skill.

## **GENERAL BEHAVIOUR MANAGEMENT**

We believe that pupils across the Federation exhibit good standards of behaviour. Good classroom practice promotes a positive atmosphere, which, in turn, promotes good behaviour. Examples of strategies used to achieve this include:

- use of positive role models;
- clear expectations;
- establishing clear boundaries;
- discussing behaviour and consequences with pupils; and
- consistency and clarity amongst staff within the class, department and school in dealing with difficult situations and behaviour.

## **DAY TO DAY BEHAVIOUR MANAGEMENT**

At St Francis and Heathfield we believe in the use of rewards to motivate pupils and promote good behaviour. Positive behaviour will be encouraged at all times.

There are 'school rules' which are displayed within school, which have been generated by the School Councils: many classes also have their own class rules and class charters. The schools also work hard to embed the school values.

Examples of rewards that may be used are:

Verbal praise and clapping / gesture / smiling / token (in-house certificates or stickers) / privileges (e.g. taking register to office) / choosing a favourite activity / sharing good work in assembly / celebrating with the whole class / being sent to the head teacher. See Heathfield Behaviour for Learning Policy for more examples used at Heathfield.

All rewards should be within agreed school guidelines. General expectations of positive behaviour are promoted at all times. It is expected that within the daily management of the class, occasionally, pupils may need redirecting and reminding of expectations. This can be achieved by using low level techniques, such as facial expression, tone of voice etc.

## **BEHAVIOUR REQUIRING SPECIAL BEHAVIOUR MANAGEMENT**

When a particular behaviour becomes consistent and/or persistent, requiring continual support then an individual Behaviour Management Plan (BMP) is agreed and documented. The teachers' professional judgement will determine when a behaviour requires a BMP (i.e. when the normal rewards and sanctions cease to be effective).

Each individual child will need his/her own behaviour programme constructed, which will be followed by all staff to achieve consistency of approach. When carrying out behaviour programmes it should be remembered that rewards should be used in a balanced way.

Any Team Teach techniques used will be written into the programme as part of the reactive strategies.

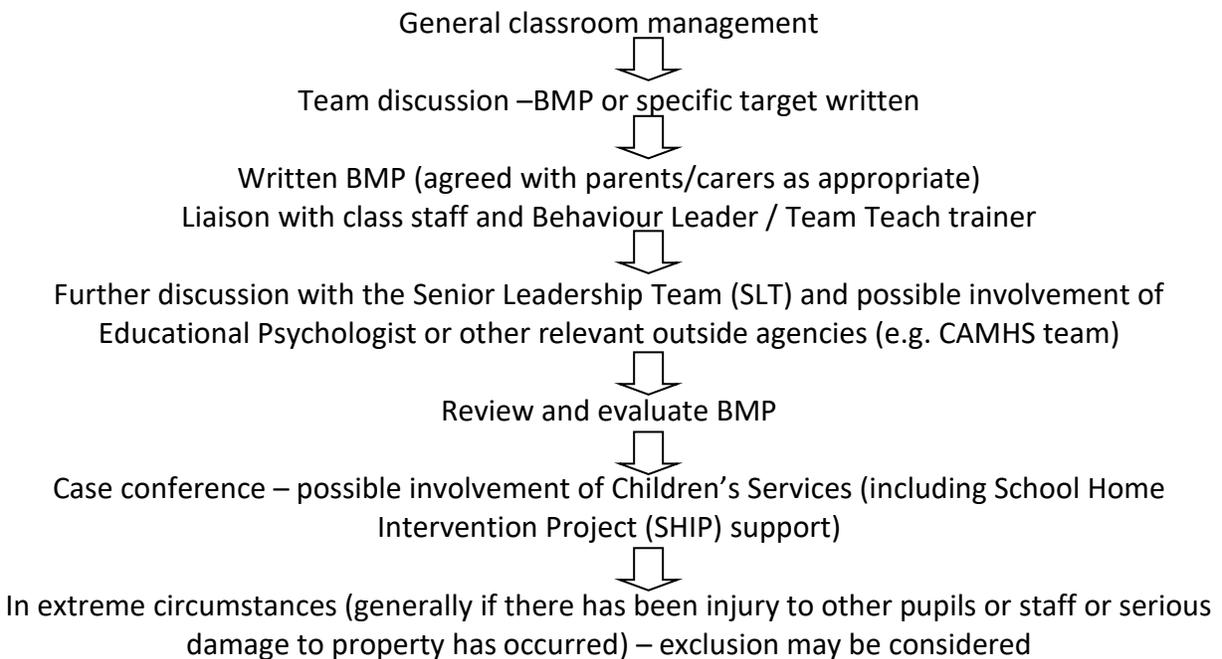
**Corporal punishment or withdrawal of a pupil's entitlement should never form part of a reactive strategy.**

It is recognised that there may be instances of bullying in the school. Bullying will be dealt with in the same way as all other inappropriate behaviour i.e. once the behaviour is recognised it will be observed, assessed and managed using the methods outlined above. Please see the Federation Anti-Bullying Policy for further clarification.

## **COMMUNITY LINKS / WORKING WITH PARENTS**

When a BMP is necessary parents/carers and other outside agencies are involved as appropriate. Draft BMP's may be sent home for approval. Any BMP involving physical restraint will be discussed with parents/carers before implementation.

## **MODEL FOR DEALING WITH CHALLENGING BEHAVIOUR ISSUES**



NB at Heathfield, for general classroom management refer to the Behaviour for Learning Policy

## **STAFFING AND RESOURCES**

Each class team is responsible under the leadership of the class teacher for the behaviour management of all members of the class. Any behaviour targets / behaviour plans are written with a Behaviour Leader or Team Teach trainer advising (if appropriate), who then inform the SLT.

Any necessary resources are highlighted in the plan when reporting to the SLT.

“Children who require complex or repeated physical management should have a prescribed written handling policy, and staff dealing with them (generally in special or residential schools) should be trained in proper and safe methods of restraint.....” (Section 550A of 1996 Education Act). It is recognised that all staff are entitled to training and all staff are offered development of their behaviour management skills.

At the present time staff receive initial training in Team Teach. Across the Federation, the Head of School at St Francis and a member of support staff in each school are trained registered Team Teach trainers. All trainers provide ‘in house training’ and support colleagues emotionally, offering relevant debrief sessions. One of these members of staff has received advanced training.

Staff receive regular updating of Team Teach procedures to ensure a consistent approach towards behaviour management. The inclusion of any significant restraint is:

- by agreement with parents / carers; and
- following the practice and assessment by a Team Teach trainer of competence in the use of agreed restraints.

It may be that a physical intervention is required in an emergency situation. If this is the case, after the incident, relevant risk assessments and plans are addressed as this then becomes a likely occurrence.

Individual class staff keep a record of all behaviour incidents that take place in their class including collecting data and completing Physical Intervention forms and Incident forms as necessary.

Records are monitored by the Head of School (at both schools) and Team Teach Instructor(s) with individual class teachers, and forwarded to the attention of the SLT as necessary.

If for any reason a pupil’s behaviour poses a health and safety risk, the pupil will not go off the school site. See guidelines for Educational Visits.

## **REVIEW**

The Policy will be reviewed annually at a staff meeting or during Team Teach training which includes all staff. The policy will be deemed to be effective if staff feel confident in managing pupil’s behaviour difficulties because the policy gives them a strategy to work with and the support documented is available to put into practice as necessary.