



Kindness Empathy Respect Responsibility Honesty Resilience

Hospital and Home Education Learning Centre Behaviour policy

Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children/students fairly and apply this behaviour policy in a consistent way.

This policy aims to help children/students to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation and enhances learning. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

All adults, in the school community are expected to model the behaviour we expect of the pupils/students.

- All members of the school community are expected to respect and support each other.
- Physical or verbal abuse is not acceptable, from any member of the school community. Repeated or serious incidents will lead to appropriate action being taken
- Children/students should use all school equipment in an appropriate, safe way.

These expectations have been developed with the safety and well-being of the children / students in mind, and to create a happy, safe environment in which they can learn.

Promoting Positive Behaviour

School staff will praise children / students for a wide range of reasons – effort, good behaviour, kindness, hard work, determination, politeness, being sensible, enthusiasm, overcoming difficulties etc. Praise can be: a smile, verbal reinforcement, stickers, certificates etc. Appropriate behaviour and positive attitudes are taught and discussed regularly – PSHE, RE as well as incidentally through many areas of the curriculum and school day.

Negative Behaviour and Sanctions

There may be times when some children / students will choose to behave in an unacceptable way. Minor breaches of discipline are generally dealt with by school staff, in an understanding, caring, fair but firm manner. The expectations for behaviour will be clearly explained to the child/student taking into account their age and ability.

If deemed necessary, these expectations will be written down and will be reiterated to the child or student regularly. Across the curriculum and in planned discussions children and students are helped to develop:

self-awareness

social skills

empathy

strategies for dealing with conflict and how to manage their feelings.

If appropriate, individual behaviour plans may be developed to support children and students in monitoring and moderating their behaviour.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. we do everything in our power to ensure that all children/students attend school free from fear.

Peer to peer abuse will not be tolerated at HHELC, each individual case will be reported via an incident form to the head of the appropriate base. Actions will reflect the severity of the abuse and the circumstances surrounding it. All incidents are reported to the Management Committee via the Head Teacher's Report.

At HHELC we strive to use a range of positive strategies to deal with all situations but sometimes physical intervention, as a last resort, is necessary. Physical interventions must only be used in the best interest of, or out of necessity for, the safety of the child or other pupils and then only by staff who have been appropriately trained. Parents or Carers will be informed if this happens. Any physical intervention must be reasonable and proportionate to the circumstances and always be conducted in relation to the child or young person's age, gender, size, health, stage of development and any other relevant factors (this is dealt with individually in our Physical Intervention Policy).

Use of reasonable force

Staff only intervene physically to restrain children and students or to prevent injury to a child or student, or if a child or student is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children/students.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Department for Education 'Use of reasonable force'; Advice for headteachers, staff and governing bodies July 2013;

Key points

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders support staff when they use this power.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children/students.
2. Force is usually used either to control or restrain. This can range from guiding a pupil/student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child/student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, we would only use force to control a child/student and to restrain them. Control means either passive physical contact, such as standing between children/students or blocking a child's/student's path, or active physical contact such as leading a child/student by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a child/student under control. It is typically used in more extreme circumstances, for example when two children/students are fighting and refuse to separate without physical intervention.
6. Staff always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child/student.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at our school. It can also apply to people whom the headteacher has temporarily put in charge of children/students such as unpaid volunteers or parents accompanying children/students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent children/students from hurting themselves or others, from damaging property, or from causing disorder.
- In our school, force is used for two main purposes – to control children/students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children or students from the classroom where they have refused to follow an instruction to do so;
- prevent a child or student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a child or student leaving the classroom where allowing the child or student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child or student from attacking a member of staff or another child or student, or to stop a fight in the playground; and
- restrain a child or student at risk of harming themselves through physical outbursts.

We do not:

- use force as a punishment

Telling parents when force has been used on their child / student

- We always speak to parents about serious incidents involving the use of force and consider how best to record such serious incidents. In deciding what is a serious incident, teachers use their professional judgement and consider the:
 - Children's or student's behaviour and level of risk presented at the time of the incident;
 - degree of force used;
 - effect on the child or student or member of staff; and
 - the child's or student's age.

Fixed-term and permanent exclusions

Only the headteacher has the power to exclude a child or student from school. The headteacher may exclude a child or student for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a child/student permanently. It is also possible for the headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child or student, 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 LA 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 child or student 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.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the child or student was excluded, consider any representation by parents and the LA, and consider whether the child or student should be reinstated.

If the governors' appeals panel decides that a child or student should be reinstated, the headteacher must comply with this ruling.

Parents can help by:

- Understanding and acknowledging that an effective school behaviour system requires close partnership between all in the school community and their support for it
- Knowing that learning and teaching cannot take place without discipline
- Speaking to a member of school staff if they have any concerns about behaviour

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

We keep a record of any incidents that occur.

The headteacher keeps a record of any child or student who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every three years. They 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.

May 2020

COVID19 update; In response to the change in daily routines as a result of the COVID19 pandemic and commensurate with keeping our students, young people and staff safe we are taking this opportunity to outline our updated school expectations;

All students and young people will be briefed on and must abide by alterations to routines for arrival or departure. These may

- include entry to school times, preferred methods of transporting yourself to school avoiding public transport where possible and maintaining a 2m distance from other students, young people and adults at all times.
- All students and young people must follow school instructions on hygiene, such as handwashing and sanitising. You will be reminded throughout the day by your teachers to wash your hands at regular intervals and specified times throughout the day.
- We expect all students and young people to follow instructions in terms of who they can socialise with whilst at school.
- Movement around school will need to be managed carefully to ensure we maintain social distancing and reduce cross contamination and infection. All students and young people will be informed of one-way systems, out of bounds areas and queuing as they re-enter the school.
- When sneezing or coughing use a tissue and dispose of it immediately in a bin ('catch it, bin it, kill it'). Each area in school will have access to a waste bin. Always wash your hands after sneezing or coughing.
- Avoid touching your mouth, nose and eyes with hands
- Tell an adult if you are experiencing symptoms of coronavirus.
- You will be allocated your own equipment at the start of the day. This must not be shared with any of your friends to avoid contamination. Please bring your own water bottle to school and do not share it with any of your friends.
- Depending on the number of students attending school sites, we may need to stagger amended break and lunch times.
- Remember-maintain social distancing inside and outside the school buildings.
- Only 1 student or young person is allowed in the English room toilet at any one time.
- Coughing or spitting at or towards any other person is forbidden.