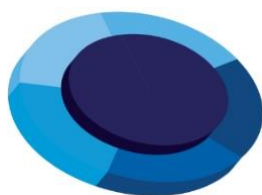


# Harpurhey Alternative Provision School



## Positive Behaviour Policy

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Harpurhey Alternative Provision School is committed to ensuring that all activities provide a safe, enjoyable and positive experience for children and young people as participants and for the staff whose involvement is integral to the development of quality opportunities and services. This places demands on the School for providing an environment in which the correct behaviour is encouraged, praised and rewarded in a timely manner whilst inappropriate behaviour is challenged, corrected and sanctions imposed. At the core of this behaviour policy and all interactions is the principal of de-escalation whenever possible.

### **The Purpose of the Behaviour Policy**

To provide a simple, practical code-of-conduct for staff, students and parents which:

- Recognises behavioural norms
- Positively reinforces behavioural norms
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions

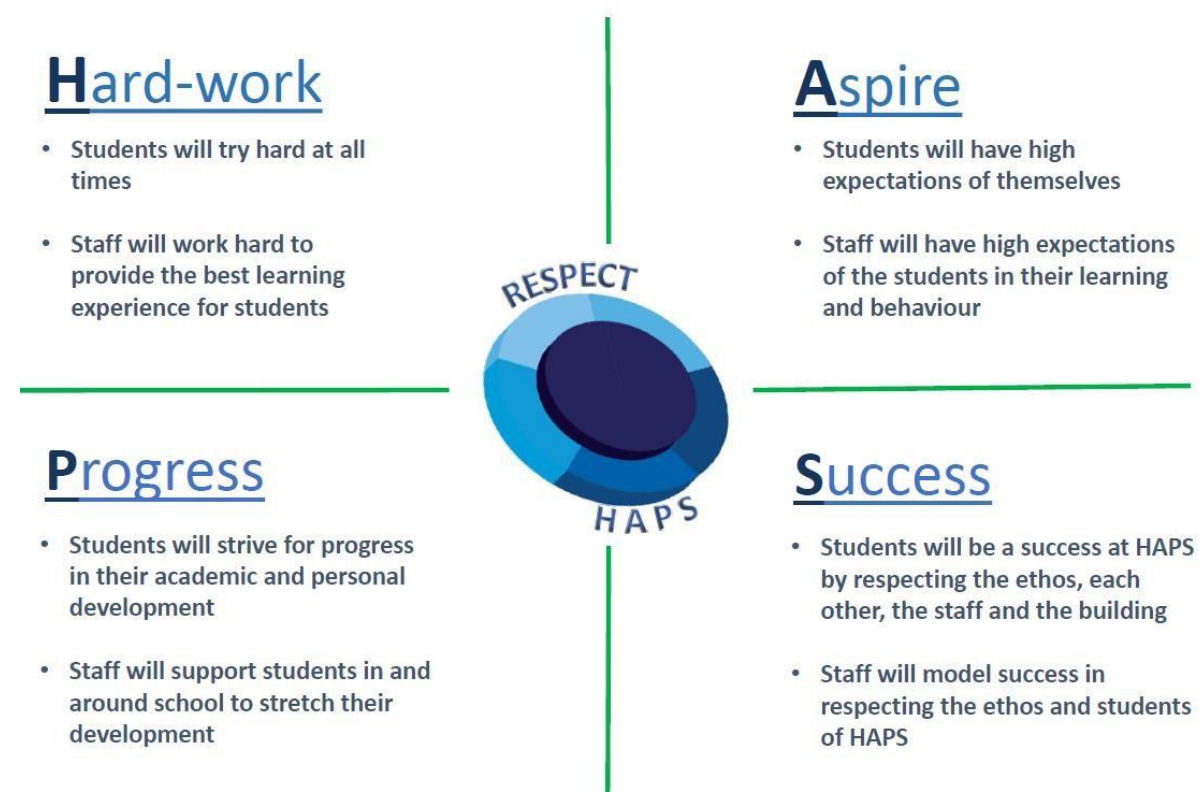
### **Our priority is to encourage good behaviour by:**

- Providing a relevant and appropriate curriculum which is tailored to meet the individual needs and preferred learning styles of the student
- Teaching students the skills required to moderate and temper inappropriate behaviours
- Helping students to take responsibility for their own actions and develop a level of accountability
- Providing an environment where social and collective norms are the accepted benchmark
- Dealing with unacceptable behaviour promptly and fairly with minimum fuss and in a consistent and logical manner
- To employ de-escalation strategies whenever possible to moderate inappropriate behaviour
- Promoting a consistent approach to challenge from all staff

- Working closely with families and their child(ren) to develop healthier communication strategies which foster improved relationships

## Expectations

At HAPS we believe all of our students can progress. We encourage the development of students by supporting them to meet the following expectations as part of the HAPS ethos:



## Behaviour Policy Statement

### Guidelines

Most behaviour will be managed in the school however a student will sometimes be required to leave the premises. In cases where s/he refuses to leave, an appropriate staff member will contact parents and, if necessary, the police.

### **Behaviours that stop students thriving and could result in sanctions are:**

- Truancy
- Non-engagement/disruption/poor behaviour for learning
- Inappropriate use of mobile phones and other technologies
- Verbal or physical abuse of staff
- Bullying – physical, verbal, emotional
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying an offensive weapon
- Use or sale of alcohol, tobacco, vapes and any illegal drugs
- Deliberate damage or theft of property
- Smoking/vaping in or around the building
- Refusing to leave the premises when asked
- Gambling

### **The school expects teaching staff to:**

- Set work that is interesting, relevant and appropriate to students' abilities
- Maintain high expectations of students
- Recognise and challenge inappropriate behaviour
- Recognise and reward positive behaviour
- Model appropriate behaviour
- Provide positive feedback about students' efforts and achievement
- Treat students with fairness and respect at all times

### **The school expects parents and carers to:**

- Support our policy on attendance and punctuality by notifying the school of any absences or lateness
- Notify HAPS of any factors which may affect the behaviour of their child
- Support their child by attending regular reviews, open days and other meetings
- Be aware of and support the HAPS Behaviour Policy

### **Staff Guidelines**

Inappropriate behaviour is likely to occur when students lack a sense of purpose and/or structure, are presented with opportunities to misbehave or are struggling to deal with

external factors unrelated to school. Certain measures can be employed to prevent/mitigate these and other potentially damaging situations from arising.

School leaders will provide a structured, supportive and positive environment by:

- Implementing a well-organised timetable that utilises staff appropriately to create a structured learning experience
- Direct staff appropriately to manage behaviour and positively engage students during social time
- Support staff and students suitably at times of behaviour escalation and/or intervention, modelling best practice

**Staff should aim to create a calm atmosphere that is conducive to work and learning by:**

- Planning differentiated learning experiences that are relevant to the students' academic and social needs
- Offering varied tasks that are sufficiently challenging and achievable
- Demonstrating flexibility where planned activities fail to engage
- Teaching with appropriate pace; ensuring that there is a clear sense of progression
- De-escalating at the earliest possible opportunity should disruptive behaviours present themselves

**During the lesson staff should:**

- Set clear learning objectives and outcomes, attainable in the time available
- Model tasks clearly with success criteria
- Encourage students by offering appropriate praise, help and explanations where necessary
- Monitor progress
- Correct errors in ways that emphasise the learning opportunities they present
- Give personal feedback to students on all progress made academically and socially
- Award Achievement Points in relation to attendance/punctuality, progress, effort and behaviour

**The recognition of achievement is important. Reward learning by:**

- Using spontaneous praise
- Informing staff and peers of progress in the students presence
- Asking the student to share their work with others

- Displaying work prominently and attractively
- Awarding points in line with the rewards policy
- Providing alternative curriculum activities and trips
- Informing parents of positive experiences and achievements
- Distribution of 'Well-Done' cards in lessons

It is preferable to prevent unwanted behaviour from occurring. Dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved. This principle is relevant to all aspects of work, both academic and social.

### **For Parent / Carer**

At HAPS everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and encourage others to do the same.

We will always try to deal with behaviour in school.

We will try to only contact you at home regarding the positive progress of your child. We see the parent / carer as a positive link between the school and the child and need your support to help us achieve the best for your child.

You can be sure that if we contact you at home with a negative issue it is because our efforts to engage your child have failed and their behaviour has been completely unreasonable.

### **HAPS Positive Behaviour System**

To encourage and reward good behaviour HAPS uses an Achievement Points system.

During each lesson a student will have the opportunity, through good work and good behaviour, to gain Achievement Points from the teacher. Staff will allocate points to be added up at the end of each week for the students to be selected the weekly rewards. The students will also receive certificates of achievement if merited from subject areas.

Points in class will be awarded for:

- Attendance/Punctuality to the lesson
- Progress made in lesson
- Effort in lesson
- Behaviour for learning

An achievement notice board will display a wide range of certificates and awards gained by our students on a weekly basis.

It will also include a 'You've Been Spotted' section where students can gain recognition for positive behaviour such as helping someone inside or outside of school.

Areas for You've Been Spotted will include:

- Helping other students or staff
- Responding appropriately to requests to change behaviour
- Meeting personal targets
- Setting an appropriate example
- Modelling good citizenship

#### **Certificates include:**

- Student of the Week Certificate
- Staff Choice for Student of the Week
- You've Been Spotted
- Subject Specific Certificates

Students will be given a copy of each certificate gained to take home with them.

#### **Responses to good behaviour**

- Verbal praise
- Praise pad certificate from class teacher
- Achievement Points leading to rewards
- Extra-curricular activities
- Parents informed
- Home schools informed of consistent progress in any/all areas

#### **Classroom Expectations**

Our expectations of classroom behaviour are straight-forward.

We come to the school to learn. This requires that students:

- Are ready to learn.
- Do as they are asked.

- Show respect to all others in the room.

During each lesson, students will be in charge of their own behaviour.

### Sanctions for Poor Behaviour

BEHAVIOUR	SANCTION
<ul style="list-style-type: none"> <li>• A failure to follow instructions at the first time of asking</li> <li>• Displaying behaviour that prevents other students from learning</li> <li>• A refusal to engage in the learning process</li> <li>• Inappropriate use of mobile phones and other technologies</li> <li>• Disrespectful responses to staff</li> <li>• General defiance</li> <li>• Failing to observe health &amp; safety rules in and around the building</li> <li>• Refusal to leave a class or building</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning from staff</li> <li>• Logged on CPOMs</li> <li>• Restorative Meeting</li> <li>• Loss of Achievement Points</li> <li>• Phone call to parents/carers by Teacher/Support Staff</li> </ul>
<ul style="list-style-type: none"> <li>• Persistent lateness</li> <li>• Persistent unauthorised absence from lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Automatic phone call home</li> <li>• Logged on CPOMs</li> <li>• Incident Reporting Form filled in</li> </ul>
<ul style="list-style-type: none"> <li>• Persistent disruption that has a significant effect on a student's learning and/or risks safety</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Meeting</li> <li>• Inform Home School Letter home</li> <li>• Parent invited in</li> <li>• At this level incidents are dealt with by staff</li> </ul>



<ul style="list-style-type: none"> <li>• • Physical or verbal abuse of staff</li> <li>• • Theft</li> <li>• Possession of an offensive weapon</li> <li>• Selling or using substances which are considered banned in HAPS</li> <li>• • Those deemed to be under the influence of illegal substances</li> <li>• Smoking</li> <li>• Vandalism of property</li> <li>• Bullying, Racism, Sexism, Homophobia, ageism</li> </ul>	<ul style="list-style-type: none"> <li>• • Verbal warning</li> <li>• • Logged on CPOMs</li> <li>• • Written warning</li> <li>• Restorative Meeting</li> <li>• Home School, Police, YOT informed</li> <li>• Parents invited in by Head Teacher to meet appropriate parties</li> <li>• Exclusion (these are in extreme and dangerous cases)</li> <li>• Home school formally informed (written statement of intentioned sanction in case of exclusion)</li> </ul>
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*It is important to note that, although rules are designed to be adhered to, individual circumstances will always be fully considered before appropriate sanctions are applied.*

### Follow-up of Incident Statement

At HAPS, behaviour deemed by staff to warrant an official response is formally recorded using CPOMs. The recording will consist of:

**A** – Antecedents (what happened immediately beforehand)

**B** – Behaviour (or description of incident or event)

**C** – Consequence (for all concerned, both long and short term if applicable)

Occasionally, following an incident where a student has presented particularly challenging behaviour, the relationship with the adult concerned may suffer. This statement suggests a method of repairing or improving relations. Its purpose:

- **To mediate between a member of staff and a student when the relationship has broken down**

- This should happen at the earliest convenient time e.g. break time, lunchtime, after the student has had sufficient time to ‘cool off’ and is able to talk about what happened. If appropriate the ‘on call’ mentor may provide temporary cover.

*At the meeting the discussion should focus on:*

• **Creating a record of the incident**

- If the incident has been recorded by the member of staff, the student may wish to record their version of events before both records are reviewed to establish student & staff perspectives.
- Completing & reviewing the record will enable those involved to consider any rule(s) broken and the consequences of the behaviour.
- The adult should encourage the student to consider what they could do to manage their behaviour better in future (student view) whilst suggesting ways in which the student might be helped to manage their behaviour (staff view).

*In cases where the student refuses to take part in the process, the member of staff should inform SLT in order that a more official response might be made. Adults and students have the right to defer mediation to a later time to give the process a greater chance of success. However, in cases like this the student must be made aware that the mediation process is compulsory and cannot be delayed indefinitely.*

**Fixed Term Exclusions**

A student may be excluded from the school for a period of time that reflects the level of misbehaviour. This is a serious matter and moves the school into a process that may end the student's referral to us, resulting in their return to the 'home school.' The 'home school' will be informed of the exclusion so that they can amend their attendance records accordingly.

Unfortunately, students will, occasionally, tell you one version of events, whilst we have a completely different one. We owe it to each other to listen and take the best possible steps in support of each other rather than looking to apportion blame.

**Guidelines in relation to Non-School/High value Items**

Students are encouraged to hand in non-school items or items of value at the beginning of their day. Items including mobile phones. If students refuse to hand in high value items and they become lost, damaged or stolen, we will not be liable for fixing or replacing the item. If a student is found using their mobile phone inappropriately in class, the teacher will challenge any inappropriate use in the first instance, create a CPOMs log and parents/carers may be contacted for persistent abusers.

## **Guidelines in relation to Drugs/Prohibited Substances**

Students found in possession of, supplying or distributing illegal substances face their placement at HAPS being terminated. Students will be offered the opportunity to attend sessions with an independent Drugs Counsellor. All students will be referred to the Police to be dealt with under the Misuse of Drugs Act. The Head teacher authorises all trained staff with the power to search students in line with DFE guidance.

## **Guidelines in relation to Bladed Articles/Weapons (including replicas)**

Any student found in possession of a bladed article or weapon (including replicas) of any type or size could face their placement at HAPS being terminated. At the very least s/he will receive a Fixed Term Exclusion. All students found in possession of a bladed article or weapon (including replicas) will automatically be referred to the Police and will be dealt with accordingly. In law, fireworks are classed as firearms. This includes bangers. HAPS operate a zero-tolerance approach in relation to fireworks and serious consequences will be actioned if fireworks are brought onto the school site.

## **Smoking**

HAPS is a No Smoking Site and as a result operates a strict No Smoking Policy. Students found in possession of cigarettes, e-cigarettes, vapes and/or lighters will have the items confiscated and they will not be returned. This will be logged. Further support is available from SLT.

## **The Use of Reasonable Force**

There may be occasions where it is appropriate for staff to use physical guidance or intervention in order to manage an individual student's behaviour. These are generally occasions when the student has failed to manage their own responses and actions independently and their behaviours are having a significant negative impact on themselves or others.

Physical Intervention may be required when the student:

- Presents physical risk to another student or member of staff
- Presents a physical risk to themselves
- When there is a risk of damage to property
- When there is a significant disruption to the learning environment or the good order of the school.

At the earliest possible opportunity, staff at HAPS receive accredited training in the use of physical intervention. It is not, however, a requirement that staff have training in order to use physical intervention.

It is not a requirement to receive parental consent or agreement in order to use physical intervention. This is a judgement that the member of staff dealing with the situation has to make according to the risk they perceive. Their responses are required to be appropriate, necessary and proportionate. In all instances, any physical intervention should be the absolute last resort.

### **Monitoring, Evaluation and Review**

The Trustees will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the School.

Adopted by HAPS On .....

Chair of Trustees .....

Head teacher .....

Review date