



Stormont House School

POSITIVE BEHAVIOUR PRINCIPLES & POLICY

Statement of Behaviour Principles

The Education and Inspections Act 2006 requires Governors to make, and from time to time, review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour.

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 and support the development of self-regulation
- 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
- Promoting a consistent approach to sanctions from all staff
- Working closely with families and their child to develop healthier communication strategies which foster improved relationships

At Stormont House School we value everyone as an individual, capable of growth, change and development. Our vision: Achievement for all in a world class school, guarantees that we work with students to help them achieve their absolute best in terms of academic outcomes. Additionally, staff work closely with students and their parents and carers to develop students' overall social and emotional capacity. Unacceptable behaviour is always challenged in an appropriate and systematic way.

Our relationships are underpinned by the principles of, equality, mutual respect, fairness and consistency. We have high expectations that support the development of young people as effective and responsible citizens.

The Governors expect any policy or actions to be in accordance with their responsibilities under equality legislation as per the Equalities Act (2010).

The Governors wish to emphasise that violence, threatening behaviour or abuse by students or parents/carers towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the Head teacher may ban them from school premises and, if the parent continues to cause nuisance or disturbance, he or she may be liable to prosecution.

Aims of this policy

The aims of this Positive Behaviour Policy are to:

- Provide a consistent whole school approach to promoting positive behaviour and responding restoratively when things go wrong
- Create the climate for learning and positive behaviour referred to in the school code
- Develop independent, self-disciplined, and responsible members of the school and wider community
- Explain how we use restorative approaches to combine high expectations of all members of the school community with high levels of support when things go wrong
- Encourage staff to be responsive to the differing needs of individual students

Roles and responsibilities

The Governing Body

- In consultation with SLT, staff and parents will support this policy and keep it under review. They will ensure it is clearly communicated to all the members of Stormont House school community, it is non-discriminatory and that expectations are clear to all. Governors will support the school in maintaining our highest standards of behaviour.

The Senior Leadership Team

The Senior Leadership Team will be responsible for:

- the implementation and day to day management of the policy and its procedures, supporting staff faced with challenging behaviour
- ensuring that the school environment encourages positive behaviour and that staff deal effectively and proactively with behaviour concerns
- monitoring policy is implemented to ensure rewards and sanctions are applied consistently
- ensuring that staff professional development includes opportunities to understand students' special educational needs more closely and effective strategies to

Staff

All Staff including teachers, support staff and volunteers are responsible for:

- Implementing the behaviour policy consistently and have a key role in advising the SLT on its effectiveness.
- Modelling and teaching positive behaviour
- Providing a personalised approach to the specific behavioural needs of students using behaviour monitoring systems consistently and accurately, including reporting behaviour incidents appropriately
- Mutual support amongst all staff in the implementation of the policy and its procedures is essential

The Senior Leadership Team will support staff in responding to behaviour incidents and concerns.

The Pastoral Support Team

At Stormont House we have a dedicated team to support students who are struggling to regulate themselves within the school's normal expectations and therefore need additional support to develop strategies to reflect, repair and restore relationships when things have gone wrong.

The PST help build the capacity of students to develop better emotional self-regulation;

- when things go wrong **reflect** on actions and feelings
- **repair** relationships and any harm caused
- reconnect with learning to minimise interruption and promote student's readiness for learning.

The PST are both responsive and proactive; helping students resolve incidents using restorative chats, but also providing targeted programmes of support for students who are finding it difficult to self-regulate.

Good liaison between other staff and the PST is essential for maintaining our very positive environment for learning.

Form tutors:

- have a specific role as lead professional for their tutor group as part of the school's universal offer
- are the first point of contact for both parents and staff working with students who are struggling to respond to usual routines and expectations and may need further support and guidance
- Any incidents of concern should be communicated in a timely manner to form tutors for them to ensure any plans in place are known and reviewed on a regular basis.
- If form tutors have concerns these need to be raised with the SEN Lead or Deputy Head for Inclusion and Safeguarding so that plans can be revised, and possible interventions identified
- More information on the role of the form tutor can be seen in **Appendix A**

Parents and carers:

Parents and carers are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form tutor promptly
- Attend meetings to discuss behavioural concerns
- Work with school staff on implementing strategies at home consistent with school strategies

Promoting Positive Behaviour

The school acknowledges and rewards good behaviour, as we believe that this will develop a climate of kindness and co-operation and help strengthen relationships. This policy is designed to promote positive behaviour rather than merely deter negative behaviour.

We do this by:

- Ensuring a safe and stimulating climate for learning
- Maintaining outstanding quality of teaching and learning
- Acknowledging students' achievements and positive behaviour
- Teaching and practising social skills through weekly circle time and tutor time
- Providing supported opportunity for students to put things right when things go wrong
- Building strong positive relationships both between peers and with adults in school

Behaviour Expectations

We have a clear Student Code of Conduct translated into 5 Principles of Behaviour (High 5) which ensures that everybody knows what is expected of them so that we can all teach, learn, and behave as well as possible. These behaviour expectations are clarified to students through school assemblies, tutor time, lessons and displays around school.

Positive Classroom Management and Feedback

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. We have a visual card system used which explicitly reminds students to show good behaviours and gives reminders and warnings in a positive, non-confrontational manner. Additional information can be found in **Appendix B**.

All staff will:

- Create and maintain a stimulating environment that encourages students to be engaged in their own learning
- Implement the school's agreed behaviour management system based on restorative approaches (coloured cards) including lesson feedback through each classes' 'Blue folder'
- Display the agreed school behaviour expectations (High Five) within their classrooms
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in a variety of ways
 - Highlighting and promoting good behaviour through modelling and praise
 - Concluding the day positively and starting the next day afresh
 - Proactively dealing with low-level disruption including seeking help and support from PST, SEN lead and the Deputy Headteacher.

Student Code of Conduct

We have translated these behaviour expectations into 5 principles (High Five), students should be in the right place at the right time with the right attitude. That they take responsibility for their actions and behave respectfully toward others:



Respectful

- ✓ Be Kind
- ✓ Be Helpful
- ✓ Use kind hands
- ✓ Let others learn
- ✓ Listen to your teacher

Responsible

- ✓ Be careful with school equipment and property
- ✓ Be in correct uniform
- ✓ Be honest
- ✓ Be trustworthy

Right Place

- ✓ Be at school every day
- ✓ Walk around school quietly and calmly

Right Time

- ✓ Arrive to school on time
- ✓ Line up after break and lunchtime as soon as the whistle blows
- ✓ Be at all my lessons and be ready to learn straight away

Right Attitude

- ✓ Always try my best in everything I do
- ✓ Keep safe
- ✓ Ask for help and support when I need it
- ✓ Eat well
- ✓ Look after others as well as myself

School Rules

- No Jewellery allowed, including chains, bracelets, rings, and large hooped earrings. The only exception is small studs and small hooped earrings
- Mobile Phones are currently allowed in school but must be kept in the student's bag/rucksack and turned off. Use of a mobile in school hours is against school rules and the mobile will be confiscated. Form tutors have secure boxes in which mobile phones are to be stored during the school day.
- The following items are not allowed in school: -
 - Cigarettes, lighters, matches, electronic cigarettes, alcohol, banned substances or illegal drugs.
 - Large sums of money
 - Knives or other similar dangerous items
 - Pornographic or other inappropriate images
 - Fireworks
 - Chewing gum and food from home
 - High energy drinks

Confiscation

Any prohibited items found in students' possession will be confiscated.

- We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Where a student is suspected of bringing a prohibited item into school a search of their pockets and bag may be required. A staff witness will be present in this instance. If found, a prohibited item will be handed into the office and if appropriate may be handed to the police. A member of SLT will decide if and when to return the item or whether to dispose of it.

Rewards and Sanctions

We do not underestimate the importance of reinforcing good behaviour and attitudes, students will constantly and consistently be rewarded for following behaviour expectations. We do recognise our legal duty to make adjustments for SEN children and consequently, our approach to behaviour may be differentiated to cater to the needs of our students. The school's Pastoral Support Team will be involved in working with students experiencing difficulties following the expectations of behaviours. The school's Special Educational Needs Lead (SENCo) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will be sought from the multi-disciplinary team, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Rewards

Stormont House has an agreed schedule of rewards that include:

- 'Green frog' stickers for good behaviour / attitude to learning/ effort in class
- 'Green frog' tickets for exceptionally good behaviour/ excellent attitude to learning/ super work and effort/ that contribute to a weekly voucher draw
- Subject certificates recognising achievements awarded each term
- Certificates for students who have accrued credits (Bronze, Silver Gold)
- Rewards for students who constantly attain their weekly targets over a consistent period of time
- Certificates for attendance
- Weekly acknowledgement for the tutor group with the highest percentage of met behaviour targets
- End of term reward outings for students who have met behaviour targets
- Trips and Visits to recognise positive behaviours and attitude to learning
- Phone calls / emails home recognising achievements and progress

Sanctions

Rewarding good behaviours, intervening promptly when problems occur and applying sanctions fairly when conduct is not acceptable, will all help to maintain our high standards and expectations. As staff, we work together to try to ensure that a consistent message is given to all our students.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand, using the Card system for visual reminders of expectations – see **Appendix C**
- Change of seat
- Requesting assistance from the Pastoral Support Team to remove a student from class and work with them restoratively,
- Setting targets for positive behaviours and expectations monitored either by the Form Tutor or PST
- Detention at break or lunchtime led by the subject teacher
- Referral to a senior member of staff
- Lunch Detention led by ELT
- After school detention led by SLT for serious physical assault incidents
- Letters or phone calls home to parents
- Individual Behaviour Plan
- Fixed term suspension/ exclusion
- Alternative Provision
- Permanent exclusion

All sanctions considered will be appropriate and proportionate considering the needs of each individual student and the seriousness of the incident.

All incidents must be logged onto Synergy so it can be followed up by the Pastoral Support Team to ensure restorative, positive outcomes for all involved.

Detentions

Subject: for the purpose of resolving incidents through restorative chats, catching up on missed work or putting things right regarding classroom issues. Led by the subject teacher to ensure the student is aware of what has gone wrong and ensure the control is kept by the subject teacher/ form tutor involved.

ELT/SLT Detention: More serious issues of continuous behavioural concerns require a lunchtime or after school detention led by a member of the ELT /SLT where restorative work can be undertaken to highlight the seriousness of the behaviours.

Reflection room: when necessary, a supervised time out or calm down space will be utilised to support reflection, repair, and restore relationships and re-engage in learning. The Reflection room is managed by the Pastoral Support Team.

Other restorative ways of 'putting things right' will be agreed e.g. community service within the school; sharing with other student positive lessons learnt, mediation sessions etc.

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Suspension/Exclusions

Extreme or persistent unacceptable behaviour may result in a Fixed Term Suspension (previously known as exclusion). As a school we are reluctant to suspend a student preferring to work with the students to put things right. However, serious breaches of behaviour will not be tolerated.

The decision to suspend a child is not taken lightly and can only be agreed by the Headteacher. When a child is excluded from school the parents/carers will be informed directly followed by a letter giving official notice of the exclusion including the length and reason and a reintegration meeting date. Parents are expected to collect their child or make arrangements for their child to be collected without delay.

Following a Fixed Term Suspension, a restorative reintegration process will be implemented that includes: - Meeting with students and parents/carers prior to returning to class

Agreeing a plan to 'put things right' including any support that may be needed to reduce the likelihood of further suspension from school such as an Individual or Pastoral Support Plan

Malicious allegations

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

Please refer to our Child Protection and Safeguarding policy and Managing Allegations policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral/wellbeing needs of staff accused of misconduct.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must **always be used as a last resort** and

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on Synergy and reported to parents

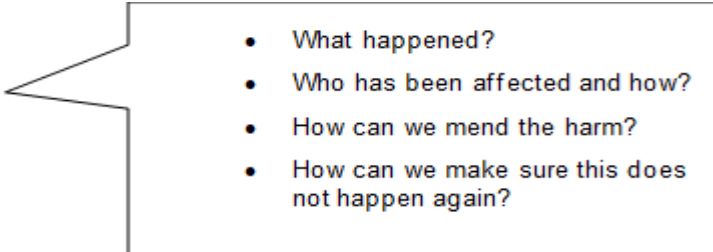
When Things Go Wrong: Restorative Approaches

From time to time things may go wrong. We adopt a restorative approach, which is underpinned by the following principles:

- The primary aim is to repair harm
- Address the needs of the people involved
- Resolve problems at the lowest possible level
- Focus on what are the desired outcomes for all parties
- The people best placed to resolve a conflict are the people directly involved
- Identify what support people may need to resolve their conflicts
- Consequences to be fair and proportionate once all factors are considered

Restorative Questions:

Restorative practices are based on a simple series of questions that can be used in different ways, from small conversations to large conferences.

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- What happened?
 - Who has been affected and how?
 - How can we mend the harm?
 - How can we make sure this does not happen again?

As a restorative school, Stormont House recognises the importance of building and maintaining positive relationships so that effective learning can take place.

Positive relationships build positive behaviour and positive behaviour enables all members of the school to learn and to feel safe and happy in school. We encourage all members of our school community to see conflict as an opportunity for learning

Appendix A

Role of the Form Tutor

Purpose of the Role	<ul style="list-style-type: none">• To give close pastoral guidance to a designated tutor group and review their strengths and needs regularly.• To take an active role in the school's pastoral care system as a form tutor, building trusting and effective relationships between home and school.• Supporting student progress academically and socially in all areas of school life.• To fully understand the SEND needs of their students, ensuring ambitious EHC Plan outcomes are constructed, supported by achievable steps in all 4 areas of the Preparation for Adulthood framework
Responsibilities	<ul style="list-style-type: none">• Overview focus both academically and pastorally of each student• First point of contact for parents and carers• Direct point of contact for other staff - teaching and non-teaching• Communicator of key information re well-being, safeguarding, behaviour, SEN Needs and PfA in liaison with SEN Lead and DSL• Monitor behaviour including implementing interventions, rewards, and sanctions.• Monitor academic progress including working with subject teachers on setting targets, providing feedback to students, and recognising all achievements.• Registration (beginning and end of day)• Liaising with:<ul style="list-style-type: none">• Students and parents/carers re behaviour, wellbeing and academic progress, both individually both for positive 'Good News' and concerns.• staff re student behaviour, wellbeing, progress and specific advice e.g. SEN Lead, PST, ELT• MDT re Special Education Needs, advice, guidance, and interventions• Planning, teaching, and facilitating tutor time• Preparing students for contributing to their Annual Reviews• Annual Reviews: paperwork and meetings• Familiarity with description of needs and outcomes within EHCP• Form Tutor report for School tracking and reporting• Overview of extracurricular achievements and skills e.g. residential, sporting achievements, Rewards Outings

Skills and Knowledge

- Ability to communicate well with students, staff, parents, and professionals
- Knowledge of strategies and interventions to support students within their tutor group and how to seek advice and support when needed
- Good knowledge of individual students (including triggers, description of SEN and achievements etc) within tutor group
- Professional reporting writing skills including setting outcomes
- Skill to facilitate complex meetings with parents and professionals
- Understanding of the Preparing for Adulthood Framework
- Understanding of restorative approaches in schools including undertaking restorative chats/ class conferences and creating contracts

Appendix B

Positive Behaviour and Attitude to Learning: Feedback to students

When giving verbal feedback to students regarding their behaviour use the colour coded cards and suggested responses/actions to ensure clarity and in order that students are aware of 'the direction of travel' of their behaviour and the impact it has upon their learning.

Colour	Description	Examples of student behaviour	Staff Responses/Action
<ul style="list-style-type: none"> I noticed that you... I like the way you are... It was kind when you... Thank you for.... I can see you remembered to... 	<p>The green card represents positive behaviour and can be shown or referred to support student self-regulation. It can also support a student to recognise when they have returned successfully to positive behaviour.</p>	<ul style="list-style-type: none"> Engaging in learning Following class routines and expectations Responding to others appropriately and with courtesy Agree and accept alternative strategies to maintain self-regulation Using kind words and helpful behaviours Perseverance in their learning Not being afraid to try and accepting failure Asking for help and seeking advice 	<ul style="list-style-type: none"> Verbal praise & Green Pen marking Smiling and thumbs up Name on the green laminated poster/board Ticks and credits in the Blue folder Green frog tickets Certificates for Subject Awards each half term Reward outings and activities Rewards for consistent green behaviours with form tutors and also SLT
<ul style="list-style-type: none"> This is a warning because/for... Remember kind words... 	<p>The blue card is a clear warning to students that they have moved off 'green' (positive behaviour). The adult</p>	<ul style="list-style-type: none"> Not engaging in learning activity Speaking rudely or unkindly to other students 	<ul style="list-style-type: none"> Teacher and Teaching Assistant support student to make good choices and engage in learning Explicit examples given of the positive behaviours wanted

<ul style="list-style-type: none"> • How can you get back to green? • I wonder if... • Let's try.. • It seems like... • Maybe we can... • What happened? 	<p>identifies that it is a warning and gives the reason why and helping the student to get themselves back on green by giving explicit examples of the behaviours wanted.</p>	<ul style="list-style-type: none"> - Not following adult direction (but remaining responsive in other ways) - Repeating earlier negative behaviours 	<ul style="list-style-type: none"> - Time Out within classroom - Reflective or restorative chat with adult in or out of the room - Support given to suggest ways to get back onto green - Six point scale - Counting / breathing exercises
<ul style="list-style-type: none"> • Tell Me What Happened • What were you thinking? • What do you think now? • How has that left you feeling? • Who has been affected? • What's needed to put things right? • How can you get back to green? 	<p>If a student continues to make poor behavioural choices, after a warning, but maintains responsive and safe, a yellow card is shown.</p> <p>Only when the student is ready to listen will these questions be able to be asked and answered.</p>	<ul style="list-style-type: none"> - Not responding to expectations of behaviour and boundaries (such as disrupting others learning) - behaviours appear to be at risk of escalating - is voluntarily able to respond to additional or alternative support - Continues to refuse to engage in learning activities or routine of the day after green/blue interventions 	<ul style="list-style-type: none"> - Agree alternative strategies with the student to move back to green - Refer to any agreed strategies as part of an individual plan and use them - Restorative chat and reflection within classroom / afterwards <p>If the student does not accept alternative strategies alert the Pastoral Support Team for an additional adult to attend the class.</p> <p>PST may support students to:</p> <ul style="list-style-type: none"> - take time out outside the classroom for reflection and de escalation - Discuss any anxieties or concerns - Restorative chat to resolve any issues - Discuss strategies that might support remaining in the classroom - Make a plan to safely return to the classroom

<p>You now need to leave the classroom/ playground and go to in order to reflect on your actions.</p> <p>Someone will come and speak with you and help sort things out.</p>	<p>If a student repeatedly refuses to follow instructions; refuses to adhere to or breaks an agreed plan; puts themselves or others at risk they will be shown a <u>red card</u>.</p>	<ul style="list-style-type: none"> - being physical, including fighting with another student - intentionally blowing, coughing or sneezing in other faces, spitting - intentionally damaging school property - throwing equipment or objects at another student - Behaving verbally disrespectfully to staff or students, including swearing or threatening behaviour. - Placing themselves or others at risk of harm 	<p>If a student:</p> <ul style="list-style-type: none"> - engages in at risk behaviour utilise de escalation strategies to defuse the situation. - is at risk of harming themselves or others, staff may need to intervene using safer handling techniques - Continues to place others at risk of harm a member of the Pastoral Support Team to be called. <p>The member of PST will</p> <ul style="list-style-type: none"> • engage with the student • physically intervene to reduce the risk of harm to self, others, or property • escort the student to a designated safe space (Reflection room) <p>It may be necessary to remove the class to a safe place.</p> <p>In this case one staff member to remove the class to a safe space while second staff member request assistance from PST</p> <p>If a student persists in red behaviours toward a member of staff or singles out a member of staff a safe place will be identified (DH office) for the member of staff to seek help from PST or Deputy Head</p>
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