



**Harbour  
School**  
Dorset

## Behaviour Policy

Next review: Sept 2020

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*This document should be read in conjunction with all other academy policies.*

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## **Section 1**

### **Rationale**

Anxiety resulting from fear, depression or frustration leads to a range of emotions and behaviours which are a communication of this internal trauma. The range of behaviours is considerable; pupils may express their anxiety in the form of anger and aggression, withdrawal or forms of self-harm.

The promotion of acceptable behaviour is key to the work of The Harbour School. By learning to recognise and accept that everyone is responsible for their own behaviour in terms of their relationships with others and their attitude and application to the learning process, pupils can begin to regulate their behaviours and develop social skills. As pupils become more successful through positive opportunities for learning, the behaviour and attitude of all pupils can improve.

## **Section 2**

### **Aims**

Behaviour is a way of life. Therefore, the behaviour policy extends beyond the academy boundaries, beyond lessons and asks for

- conformity to an agreed way of life.

All pupils referred to The Harbour School will have experienced significant difficulties in accessing mainstream education and often in meeting the social and disciplinary expectations of both mainstream schools and the wider community. They are likely to have experienced forms of sanction, been subject to negative processes and may well have faced rejection.

As such,

- we aim for a structured, appropriate and consistent educational environment
- we endeavour to concentrate on rewarding all positive behaviour and
- we only use sanctions when this is not possible.

## **Section 3**

### **Arrival and departure**

We expect:

- Punctuality arriving at and leaving the site
- Dressing appropriately; in uniform where applicable
- Behaving appropriately in the community at the start and end of the school day

## **Section 4**

### **Around the building**

- Stay within the academy boundaries

- Be polite and use acceptable language and behaviour
- Don't smoke
- Respect the school and other people's property

## **Section 5**

### **Personal Possessions**

Items such as mobile phones, jewellery, money etc. cannot be protected from theft or damage whilst in the possession of pupils.

At the start of each school day we will ask pupils to place their belongings in a secure locker, ensuring that if personal possessions have to be brought to school they will remain safe. Pupils will not have access to lockers throughout the day. All personal belongings will be returned at the end of the day.

## **Section 6**

### **Attendance**

Attendance is compulsory. Any unexplained absences will be investigated by our education welfare officer.

## **Section 7**

### **Rewards (Positive Reinforcement)**

If children are to progress towards becoming successful adults, then the people they come into contact with must model that for them. Praise is very important for all children (and adults!), as it provides feedback and recognition of appropriate behaviour, helping them to see how well they are doing and what improvements they have made.

During the early stages of learning new behaviours it is not easy for pupils to judge when they are getting it right. By providing feedback, staff help pupils to recognise their own behaviour and make progress for themselves.

Learning that things do not happen merely by chance or fate and that their actions have effects, will assist pupils to progress towards monitoring and regulating their own behaviour.

- **Credits**

The academy has a strong rewards system, based on Credits, that reward hard work, good attendance and positive behaviour. Students can spend their credits on a reward of their choice or save for larger rewards

- **Praise**

At all times staff will be aware of and actively seek opportunities to reward appropriate work and behaviour using verbal or written praise. Staff will also keep parents and carers informed when praise is due.

- **Other rewards**

Opportunities to receive further awards come via:

- Pupil of the week award – voted for by staff for the pupil who has shown most effort
- Weekly attendance award – a raffle for all pupils who reach their attendance target
- Weekly Tutor Group Award

## **Section 8**

### **Sanctions**

No matter how well planned the curriculum or how well the teacher plans or prepares, individual instances of disruptive behaviour are bound to occur. Controls and sanctions are necessary in order to maintain reasonable order in school. However, sanctions should be applied fairly and consistently without undermining pupils' sense of responsibility or self-esteem.

The aim of sanctions is to create an environment which gives a firm and commonly understood structure and sense of order. *Discipline is not an end in itself.* It is, however, essential for effective individual and collective learning.

There will be times when pupils choose not to follow the rules, choosing to prevent the staff from working and crucially, stopping other pupils from learning. When this occurs, staff will be prepared to deal with it in a planned way, calmly, quickly and consistently.

Sanctions will be given for inappropriate behaviour in a way which informs the pupils that their behaviour is unacceptable. Sanctions are most effective if they are given as soon as possible after the inappropriate behaviour has occurred. For a sanction to be effective, it must be something that a pupil does not want, but under no circumstances must it be in any way physically or psychologically harmful. *Sanctions should never embarrass or humiliate a pupil.*

To further increase the effectiveness of the sanctions, *the attention given to the pupil demonstrating inappropriate behaviour should be limited*, while praising those around that are working and behaving appropriately.

Sanctions are limited but may include, loss of break, loss of a particular activity, after school detention (this should typically be in the region of 10 minutes), an apology, phone call to parents, repairing damage, restorative meeting. Throughout, our approach will be solution focused.

In cases of severe behaviour, and following senior leadership discussion of the incident, parents/carers will be informed and may be asked to come into school. In

the case of extreme violent, threatening or aggressive behaviour, it may be necessary to contact the police.

Ongoing records of a pupil's progress are maintained on the school MIS system.

If a pupil's behaviour becomes so severe that they are unable to benefit from receiving their education in a class group, then they may be placed on a personalised support programme. This will be fully discussed with the pupil and their parents/carers and the pupil's progress reviewed on a regular basis. The aim will always be to engage and reintegrate them back into a class group.

## **Section 9**

### **Exclusion (Fixed Term and Permanent)**

Occasionally, it may be necessary to exclude a pupil from the school for a fixed period of time or, in the most extreme and very rare occasions, permanently exclude a pupil. (please refer to the Exclusion Arrangements policy)

## **Section 10**

### **Managing extreme situations**

When a pupil's challenging behaviour can no longer be managed using the above strategies, then it may be necessary to take further action. Such intervention should still be part of a planned process and include distraction, timely physical presence and various methods of de-escalation/diffusion. Only when it is clear that none of these will have the effect of creating a safe environment for all concerned should physical intervention be considered.

There are very few situations in which physical intervention would be considered necessary. Examples of such situations may include the following:

- When a pupil places a member of staff at risk
- When a pupil places another pupil at risk
- When pupils are fighting
- When a pupil is hurting themselves or is in danger of hurting themselves

Physical intervention, if required regarding the above situations, may take several forms. It might involve staff:

- Physically interposing between pupils
- Blocking a pupil's path
- Leading a pupil by the hand or arm
- Guiding a pupil away
- (in very extreme circumstances) using more restrictive holds (for which staff have received appropriate and approved training)

Physical intervention should then only be used for as short a period of time as possible to enable a safe environment to be re-established for all concerned. Before intervening physically, a member of staff should, wherever practicable, tell the pupil who is behaving inappropriately what will happen if he or she does not. It is also advisable, where possible, to summon assistance from other colleagues. At all times it is important to remain calm and to continue to communicate verbally with the pupil, making it clear that physical contact will stop as soon as it ceases to be necessary.

The Education Act 1996 allows teachers at school to use reasonable force to control or restrain pupils. It also allows other people to do so, provided they have been authorised by the Headteacher. Within The Harbour School, physical intervention will only be considered when all other possible strategies have been exhausted. All trained staff will have authorisation to use physical intervention in line with this policy.

Up-to-date records of all incidents where physical intervention has been used will be formally recorded. Immediately following any such incident, members of staff concerned will inform the Headteacher and provide a written report. Such incidents will always be reported to parents/carers.