



HAILEY HALL SCHOOL

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BEHAVIOUR FOR LEARNING POLICY

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Responsible Committee: Board of Trustees

Responsible person: Assistant Headteacher

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1. Hailey Hall School Philosophy

1.1 We aim to be a dynamic school, which offers a safe and stimulating learning environment where pupils are able to develop socially, emotionally, and academically. This will provide the best setting for our pupils to become effective citizens and life-long learners.

2. Respect for all

2.1 Hailey Hall School is committed to excellence and will endeavour to support all learners to be successful. Everyone has a part to play in the promotion of high standards of behaviour. We aim to create an environment in which pupils can learn and develop to their full potential. We encourage good behaviour through high expectations and mutual respect between pupils and staff. We believe that every member of our school community should feel valued, respected, and treated as an individual.

2.2 At Hailey Hall it is recognised that appropriate behaviour and good order is a necessary pre-requisite to effective teaching and learning. Every member of staff strives to develop the whole person, including spiritual, moral, social, and cultural education. Within our school community, we aim:

- To be welcoming and inclusive
- To maintain, encourage and promote positive behaviour, self-discipline, and respect
- To create a firm and consistent approach throughout the school. To encourage independence and personal confidence
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust, and honesty
- To develop pride in the school, in work, in effort as well as achievement.

3. Promoting positive behaviour

3.1 All learners, parents / carers, staff, and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles through:

- Teaching right from wrong, honesty and respect for others
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour
- Praising positive behaviour
- Providing pupils with exciting experiences that will create positive feelings and therefore good behaviour
- Being good role models through patterning and copying
- Using scripts, repetition, and structure
- Using consistent, clear, and agreed boundaries
- Comfort and forgiveness
- The school adopts a 'Growth Mindset' approach, where pupils learn to value their mistakes and move forward from them
- Resilience is promoted and celebrated through our positive point's procedure
- Encourage positive peer group influences.

4. Staff responsibility

4.1 At Hailey Hall our values are demonstrated through each member of staff working as a member of a team, sharing achievements, successes, problems, concerns, and stresses. The school's core values that specifically relate to the support and management of behaviour are:

- Respecting the dignity of each person: their individuality, their feelings, and their role in the school
- Showing respect for each person, and empathy for their feelings
- Building confidence and self-esteem by valuing each person's successes and achievements
- Building trust, by doing what is expected of us, showing that we believe in each other and our school, and by accepting mistakes as opportunities for learning
- Communicating effectively, including listening to hear, so that each person feels able to contribute to the school's mission positively and to do the best job they can
- Pupils' self-esteem and self-worth are developed and encouraged at all times through the use of positive reinforcement
- Building a sense of enjoyment and fun into the daily working life of everyone in the school, so that they want to go on learning here
- Being prepared to accept and try out the decisions and ideas of a group, so that the school can continue to improve
- Dress appropriate for the school environment
- Use clean language
- Staff should not use physical dominance to intimidate (Refer to Touch policy for further guidelines regarding appropriate low-level physical interventions).

5. Pupil's responsibility

5.1 A code of conduct has been developed for Hailey Hall School by both the pupils and staff. This is displayed in every classroom as well as prominent positions around the school. Failure to follow our Code of Conduct will result in a range of support consequences being applied. All of the below promote British Values.

5.2 Pupils will endeavour to follow the schools Code of Conduct. Support from all staff will be given in order for pupils to be successful at Hailey Hall School.

Code of Conduct

Hailey Hall School

I will address staff and pupils with respect.

I will be considerate to others and respect their opinions and feelings.

I will listen to and follow instructions and school rules.

I will be polite and use good manners, including clean language.

Everyone at this school has the right to feel safe. I will not threaten, use violence, bully or be racist to pupils, staff, and visitors.

I will respect people's personal space.

I will be on time for lessons and stay in class.

I will not go out of bounds or leave school site.

I will respect all property and equipment.

I will wear full school uniform in Year 7 - 10. This includes white shirt, black trousers, Hailey Hall tie and black shoes or trainers.

I will wear full school uniform in year 11. This includes smart business suits coloured black, grey, or blue, plain shirt, tie, and black shoes.

I will not take part in any substance abuse.

I will respect British Values.

School Uniform expectations

School Uniform - Year 7 - 10

- School Blazer (optional) - Plain Navy.
- Trousers - Plain Black, full length formal 'suit like' trousers (not fashion trousers i.e. no bootleg or drainpipe trousers).
- Ties - To be worn with 3 stripes visible and up to the neck.
- Shirt - Plain white (with collar), to be worn buttoned up to the neck. (Can be long or short sleeved).
- Jumper (optional) - Navy, V Neck.
- Socks - Plain, (e.g. natural) navy, white or black.
- Shoes - Plain black footwear - **no emblems, brands or other colours should be visible.**
- Belt (optional) Plain navy or black - (belt is to be worn conventionally through the waistband loops).

School Uniform - Year 11

- A suitable business suit coloured black, grey, or blue, with plain shirt and tie.
- Socks - Plain, (e.g. natural) navy, white or black.
- Shoes - Plain black footwear - **no emblems, brands or other colours should be visible.**
- Belt (optional) Plain navy or black - (belt is to be worn conventionally through the waistband loops).

Sensory Uniform

As a school, we have recognised that there are an increasing number of pupils who have sensory needs, and our uniform can be difficult to wear. With this in mind, Hailey Hall has introduced the option to wear a "Sensory Uniform" instead if it will help the pupil transition to full uniform and avoid issues surrounding sensory needs.

- Plain white polo shirt (**no emblems, brands or other colours should be visible**).
- Plain black open hem, non-elasticated leg trousers, which cannot be denim.
- A clip-on school tie.
- Shoes - Plain black footwear - **no emblems, brands or other colours should be visible.**

Hair, Nails and Piercings

- Should a pupil wish to grow a beard or facial hair, it must be nearly trimmed, unless this reflects the individual's religion, in which case it must be tidy.
- Nails - these should be sufficiently short to ensure safe day to day contact. They should be naturally coloured.
- No facial stud / tongue stud is suitable. Earring – 1 stud only.
- Hair colour should be natural-looking. It is acceptable for hair to be dyed or highlighted with natural colours.
- Hair styles and hair length should not compromise health and safety. Long hair should be tied back when handling food, or when undertaking physical activities.
- Make Up of any kind is not permitted.

6. The Curriculum and Learning

- 6.1 We need to teach behaviour through modelling of and praise for good practice, as we teach other areas of the curriculum. Pupils are taught about their feelings and emotions during everyday teaching opportunities and Life Skills lessons including Anti-Bullying week (refer to Anti-Bullying policy).
- 6.2 A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning. All pupils should be treated sensitively; criticism should never damage self-esteem, focussing on the behaviour rather than the individual child.

7. Behaviour management through Hertfordshire Steps (Step On & Step Up)

- 7.1 At Hailey Hall, all staff working with our pupils receive training in behaviour support. This training is called “Hertfordshire Steps” and is adapted from the original work by Angela Wadham of Norfolk Steps.
- 7.2 Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm.
- 7.3 An important aim of Hertfordshire Steps is to provide opportunities to support and debrief both pupil and staff after a crisis, particularly if physical intervention has been required.
- 7.4 Staff are trained in Step On and Step Up ‘Steps’ training and new staff joining the school will receive this training as soon as it is available to them. We have four members of staff who are accredited Hertfordshire Steps tutors and have delivered both Step On and Step Up training to our staff. Annual refresher training is provided for all staff.

8. Therapeutic approach (Step On)

- 8.1 Hailey Hall recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs.
- 8.2 Behaviour management and responses need to be personalised and designed to meet the specific needs to each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child’s behaviour, not just suppress the behaviour.
- 8.3 The Hertfordshire Steps ‘Roots and Fruits’ exercise and anxiety mapping supports staff in identifying the underlying influences on behaviour. Roots and Fruits exercise helps adults to list a child’s positive and negative experiences in life that may have led to their negative feelings and behaviour. Anxiety mapping is a tool used over time to collect information to be analysed to understand the feelings and experiences affecting the pupil or young person.

9. The use of Physical Intervention (Step Up)

9.1 In some cases, it may be necessary to use physical intervention. It is considered that the definition of physical restraint through the Hertfordshire Steps programme is:

- **Physical Restraint** - use of staff members to hold a young person in order to contain acute physical behaviour
- **Acute physical behaviour** - behaviour likely to result in physical injury
- The young person, other clients, staff members or others are at imminent risk of **physical harm**
- **Significant damage** to school property
- **Serious levels** of disruption that stops the learning of others.

Restrictive Physical Interventions will be used when all other strategies have been considered and therefore only as a last resort.

Please refer to the “Reducing the need for restrictive intervention in Schools” policy.

10. Bullying

10.1 Everyone at Hailey Hall have the right to feel welcome, secure, and happy and the aim is to ensure that learners work in a supportive, caring and safe environment without fear of being bullied.

10.2 Bullying is defined as deliberate hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

10.3 Bullying is anti-social behaviour, is unacceptable and will not be tolerated. Bullying of any sort prevents members of Hailey Hall’s community from being able to fulfil their potential so is detrimental to equality of opportunity at the school.

10.4 The Specific types of bullying include:

- Bullying related to race, religion, or culture
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health
- Bullying relating to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying
- Bullying related to use of online and digital technology.

10.5 It is our aim to

- Challenge attitudes about bullying behaviour, increase understanding for victims of bullying
- Help build an anti-bullying ethos in the school
- Only when all issues of bullying are addressed will members in our community be able to fully benefit from the opportunities available at Hailey Hall.

10.6 All kinds of bullying are taken very seriously, and all incidents are dealt with immediately by staff and SLT.

11. Anti-Racism

11.1 Hailey Hall provides guidelines and effective procedures for the reporting and recording of racist incidents.

11.2 We will ensure that action is taken to support the victims of racism and to deal with perpetrators appropriately. The Policy supports and reflects the information in the following documents:

- Learning for All: Standards for racial equality in schools (CRE, 2000)
- Home Office Code of Practice on reporting and recording racist incidents in response to recommendation 15 of the Stephen Lawrence Inquiry Report (April 2000)

11.3 We all have the responsibility to challenge racism in our institution. Action will only be successful if it forms part of a wider policy, which is embedded within all our practices.

12. Screening Searching and Confiscation Procedure

12.1 At Hailey Hall School, in order to help protect pupils it may be necessary to search pupils in accordance with the guidelines on Screening, Searching and Confiscation set out by The Department of Education. Reasons for screening or searching pupils:

- School staff can screen or search a pupil, if the pupil agrees, for any item banned under the school rules; breaches the school's Code of Conduct and is deemed inappropriate by staff. If the pupil does not agree to this then other sanctions may be put in place such as detentions, R&R - Recognition & Reflection (internal suspension) or suspensions.
- The Headteacher and staff (as directed by the Headteacher) are authorised by the Department of Education and have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has prohibited items. The items that can be searched for under this power are:

- Knives and Weapons; Alcohol; Illegal drugs; Stolen items; Tobacco and Cigarette Papers; E-cigarettes or Vapes; Fireworks; Pornographic Images.
- Any article that the member of staff reasonably suspects has been or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- School staff can seize any banned or prohibited item found as a result of a search or which is considered by staff to be harmful or detrimental to school discipline. If the item is not illegal, a parent or carer will be required to collect it from school.
- Should a member of staff need to conduct a search whether a prohibited item is found or not, the details of the search should be recorded. Staff will record reasons why the search was conducted, the location of the search, names of all staff members involved, if any prohibited items were found and any follow up action if necessary.

13. Persistent disruptive and dangerous behaviour (R&R)

13.1 In the case of persistent or high-level incidents it may be necessary to internally suspend using R&R (Recognition & Reflection) a pupil for a fixed period of daytime. This matter is taken very seriously and is discussed with relevant staff and agreed jointly at a senior level. Parents / carers will be informed of an internal suspension the night before.

14. Suspension / Exclusion

14.1 Hailey Hall School will consider the use of suspensions if a pupil behaves in a way that persistently breaches the school Code of Conduct, presents serious behaviour (e.g. but not limited to physical assault, threats of violence or racism), or behaviour that poses a health and safety risk to themselves or others.

14.2 This step is usually taken where normal daily consequences are inappropriate or ineffectual (i.e. detaining the pupil), but where, based on the balance of probabilities, the offending behaviours are not serious enough to warrant an exclusion.

14.3 Serious incidents or persistent disruptive behaviour may result in exclusion. The Headteacher will be informed by <https://www.gov.uk/government/publications/school-exclusion>.

14.4 Parents / carers are informed of the decision and reason for the suspension. Following the suspension, a reintegration meeting will be held with the parents / carers and child and a final decision will be made about the child's return to school.

14.5 In exceptional circumstances it may be appropriate, in the Headteacher's judgement only, to permanently expel a child for a first or 'one-off' offence. These might include but not be limited to:

- Serious, actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

14.6 Hailey Hall understands the nature of the pupils we work with and considers any form of suspension as a last resort, after all other appropriate and effective intervention methods have been exhausted.

14.7 This Behaviour Policy will be underpinned by Behaviour Procedures. These procedures will be followed by all staff members at Hailey Hall School.