



## Hailey Hall School Behaviour Curriculum

At Hailey Hall School we are committed to promoting a positive, respectful, and therapeutic culture where all pupils feel safe and are given opportunities to thrive. To achieve this effective behaviour management requires a shared understanding of behaviour expectations between pupils, parents/carers, and staff. All staff are committed to a consistent approach to establish effective behaviour management for all pupils. We are committed to making reasonable adjustments and personalising our behaviour curriculum and support strategies to foster outstanding pupil behaviour, within and beyond the school community.

We aim to be an outstanding school which offers a safe and stimulating learning environment where pupils are able to develop socially, academically and emotionally, in order for pupils to attain and achieve their full potential becoming effective citizens, life-long learners and enjoy good mental health. To establish this at Hailey Hall School we aim to:

- Create a culture of outstanding pupil behaviour to eliminate disruptive behaviour in order to maximise effective teaching and learning within and beyond the classroom.
- Embed the school core visions and values: '*Believe, Strive, Achieve*', mutual respect, respect for other cultures and their values, responsibility, tolerance, understanding, empathy, compassion, integrity, equality, individual liberty, democracy, belief in personal and social responsibility, and respect for the law.
- Enable teachers to deliver excellent, engaging lessons, where staff experiment and take risks, without concern for behavioural consequences.
- Promote pupil choice and embed positivity, encouraging pupils to make prosocial choices and promoting pupil awareness of prosocial choices leading to prosocial experiences, prosocial feelings and prosocial consequences.
- Embedded recognition, reflection and repair process to encourage learning from mistakes and reducing repeat negative behaviours.
- Encourage students to take responsibility for their own choices and be responsible for the consequences of their actions.
  - Prosocial behaviour will lead to prosocial consequences
  - Antisocial behaviour will lead to behaviour interventions, recognition, reflection and repair.
- Ensure that all individuals at Hailey Hall are treated fairly and shown respect.
- Provide clarity for staff and students about minimum expected behaviour and upholding high standards within and beyond the school community.
- Provide a clear and comprehensive rationale for parents and carers, so that they support and reinforce the policy in and out of school.
- Ensure that excellent behaviour is a minimum expectation for all, promoting this through our rewards procedures.
- Celebrate positive behaviour and pupil achievement through daily positive points, weekly celebration assemblies and termly rewards trips.

### Behaviour Curriculum Intent

At Hailey Hall School we consistently promote our minimum expected behaviours to embed a positive teaching and learning culture. We aim to make this achievable for pupils through: Having clear and concise rules, routines, rewards and sanctions that everyone follows;

- Teaching pupils how to meet our minimum expected behaviours and not just telling children how to behave;
- Ensuring all adults are calm, consistent and fair in their response to behaviour;
- Focusing explicitly on positive behaviour: recognising, reflecting and repairing any negative behaviours we observe:
  - *Recognition: isolate the negative behaviour and work with pupils to ensure they understand the breaches in our minimum behaviour expectations, exploring pupils' views, emotions and reasons for their negative behaviour;*
  - *Reflection: summarising pupils feelings at the time and connecting the young persons feelings with their behaviour, exploring alternative and other available prosocial choices for future behaviour. Agreeing to alternative behaviours or individualised support strategies to make it easier for pupils to make prosocial choices based on their development and processing needs.*
  - *Repairs: developing pupils empathy, if necessary apologising to any individuals that require an apology as a result of the behaviour and allowing pupils the independence for reintegration or guided discovery to improve future choices and behaviours.*
- Adapting our approaches, where needed, for specific pupils with additional needs.
- Behaviour is not something that is taught as the need arises, it is embedded into the School culture and promoted in all lessons, assemblies, and interactions with pupils throughout and beyond the school day.
- Supporting parents to promote the school behaviour expectations outside of school. consistently promoting the behaviour for learning policy and home-school agreement.

## **Behaviour Curriculum Implementation**

### **Hailey Hall Core Values:**

We consistently promote that pupils should '*Believe, Strive, Achieve*'. Where we encourage pupils to dream big and work hard towards their dreams as everyone can achieve. All teachers at all times encourage pupils to:

- Display empathy.
- Work hard by showing resilience and emotional intelligence.
- Communicate with adults when pupils feel emotionally or physically dysregulated.
- Take responsibility and be accountable for their choices and actions.

In order to do this we recognise that all staff members make a contribution to behaviour, at all times. We have clearly defined roles for all staff to promote and teach positive behaviour to promote our minimum expected behaviours.

### **Roles and Responsibilities:**

All staff, at all times are committed to:

- Act in a calm and consistent manner, displaying professionalism.
- Model outstanding behaviour and always look to build and further develop relationships.
- Meet and greet pupils each and every lesson.
- Refer to '*recognition, reflection and repairs*' in conversations about behaviour, where relevant repairs are warranted.
- Be approachable and caring, showing they know the children, value them and that they believe the children.
- Share responsibility for whole school behaviour and offer support for pupils and colleagues.
- Plan lessons that engage, challenge and meet the individual processing and development needs of all pupils.

- Apply the behaviour for learning policy, routines, rewards and consequences procedures consistently.
- Follow up on misbehaviour as soon as possible, including low-level disruption.
- Consistently use de-escalation scripts and where appropriate use individualised EHCP targets, support plans, and risk reduction plans when assisting pupils with their choices and behaviour.
- Refer to the behaviour policy when discussing behaviour with parents and carers.
- Give every child a fresh start each day.

Senior leaders are committed to:

- Leading by example and always modelling outstanding behaviour, displaying professionalism and following school policy.
- Review the behaviour for learning policy, behaviour procedures and other relevant policies regularly.
- Monitor whole school and classroom routines.
- Consistently remind staff and pupils of the minimum behaviour expectations.
- Identify opportunities throughout the year to engage explicitly with the parents and carers around behaviour expectations.
- Ensure all staff have relevant training in behaviour management and Hertfordshire Therapeutic Thinking.

All staff are skilled in behaviour management, teaching these habits in a positive and engaging way. Tutors regularly remind pupils of our minimum expected behaviours and use our recognition reflection and repairs procedures (RRR). All staff receive regular training on behaviour management, which creates opportunities to share good practice. See detailed RRR's procedure in table below:

**Hailey Hall Recognition, Reflection and Repairs Procedure**  
**(Incorporating IEscape toolkit from SESS)**

<b>I ESCAPE</b>		
<b>Isolate</b>	Isolate the conversation	Quiet place to talk, decrease external stimuli if in the classroom, certainly if in a repair during enrichment. Give the pupil your full attention – opportunity to build trusting relationships.
<b>Explore</b>	Explore the young person's point of view	Ask pupil to tell you what happened and to explain why it happened. It's important to listen carefully and use open questions / encouragers to get the pupil to elaborate. <b>Convey a feeling of support and understanding for the pupil's point of view</b> (even when this is very difficult to do). Try to put an order on the chronology of events.
<b>Summarise</b>	Summarise the feelings and the content	Summarise pupil's feelings and content of what they say: remind the pupil of what they have said in relation to both <b>what happened and how they were feeling</b> during the incident.
<b>Connect</b>	Connect the young person's feelings and behaviours	<b>this is the critical step</b> – make a link between what the pupil was <b>feeling and the behaviour</b> that resulted e.g. "You were feeling upset because Dave made comments about your clothes (work / mum / friend) so you went over and thumped him". Then check with the pupil if this is an accurate assumption.

		<b>Empathise but remind them, of our behaviour expectations.</b>
<b>Alternative</b>	Alternative behaviours discussed	Discuss with the pupil what <b>could have been done differently</b> – try to get the pupil to suggest these. Some may not be more appropriate so try to direct the pupil to see which behaviour / option might be a more appropriate choice. <b>Sometimes we may need to suggest alternatives for the pupil.</b>
<b>Practice</b>	Plan developed/ Practice new behaviours	Plan and <b>rehearse</b> what to do the next time a similar situation / <b>feeling begins to develop</b> – perhaps role-play a scenario where the adult acts as the 'other' person and the pupil practises how to respond more appropriately.
<b>Enter</b>	Enter the young person back into regular routine	Encourage the pupil to think and act positively on their return to the class.

### School Routines

There are a range of routines that we use across the school to support pupils with adhering to the school code of conduct. These routines are important so that:

- Everyone knows what to expect
- There is consistency for staff and pupils
- Behaviour can be pre-empted
- High expectations are demonstrated
- Pupils learn good habits
- Pupils' working memory is freed up to focus on thinking and learning
- Time and thinking space is freed up to set pupils up to make prosocial choices
- It is easier for pupils to make prosocial choices and decide how to behave positively whilst adhering to high standards.

Staff model these routines and reinforce, maintain and revisit them on a regular basis, within tutor periods, lessons, interventions and beyond the classroom setting.

### Praise, Rewards and Prosocial Outcomes

Positive choices and prosocial behaviour is celebrated daily. All staff are proactive in ensuring pupils are thinking about and reminded of their behaviour when it is going right. All children are capable of behaving well, having access to positive points for every lesson (including break, lunch and enrichment sessions). Pupils earn points in all lessons, during tutor, break, lunch and enrichment for:

1. Arriving on time and being ready to learn
2. Completing all individual set tasks to the best of their ability
3. Being respectful to staff and peers
4. Having full school uniform (including agreed adaptations)
5. Pupils also gain 2 merit points if they have achieved full points

Positive points provide pupils with access to rewards, which are referred to as positive consequences. This is built on the curriculum intent where pupils are encouraged to make prosocial choices and are aware of our minimum expected behaviours. Excellent attendance and outstanding behaviour is also rewarded for nominations in the weekly assembly raffle.

Pupil rewards for prosocial behaviour includes:

- VIP status during lunch
- Nominations for a prize draw for celebration assembly
- Positive postcards
- Positive phone calls home

- Termly rewards trips
- Rewards breakfast

### **Behaviour Curriculum Impact**

At Hailey Hall we monitor pupil behaviour consistently throughout the day, all staff are responsible for monitoring pupil behaviour and working with pupils to take a solutions-based approach to managing behaviour. All pupils are encouraged to self-regulate, both positive (prosocial) and negative (antisocial) behaviour is recorded within our behaviour monitoring systems. As well as pupils being supported by teaching staff, support staff and a team of form tutors, we have a student support team. Student support is made up of non-teaching/teaching staff and a member of SLT.

Behaviour data is monitored regularly and fed back to all staff and school trustees. Any behaviour trends are identified early to explore solutions to decrease negative behaviour and increase positive behaviour. All pupils receive a weekly tutor email which covers behaviour, which allows parents to be actively involved in supporting their child's behaviour needs.

### **Pupil Voice**

Pupils make valued inputs towards behaviour management within school. Our school council meet regularly to discuss behaviour across the school. In addition to a school council we have a team of peer mentors, where pupils are paired up to support each other. Pupils also engage with well-being across the school through a team of well-being champions. All pupils celebrate anti-bullying week and produce good work on this topic year round.

### **Culture and Ethos:**

All Hailey Hall pupils celebrate our core values and believe in striving to achieve. All pupils are aware of our minimum expected behaviours and adhere to our core values of:

<b>Core Value</b>	<b>Implementation and Impact – What we See</b>
Respect	Everyone is a valued member of the school community and should be treated the same no matter their race, religion, gender, sexuality or disability. Being respectful is about caring for and valuing people, things and differences. At Hailey Hall this includes: <ul style="list-style-type: none"> <li>• Listening carefully when other people speak</li> <li>• Following adult instructions</li> <li>• Showing manners (please, thank you, eating with manners in the lunch hall, holding doors for other people)</li> <li>• Looking after the school environment and property</li> <li>• Using clean language when talking to others</li> </ul>
Responsibility	All pupils are encouraged to take responsibility for both positive and negative choices and actions. Pupils recognise that this means to take accountability for their behaviour, be willing to learn from mistakes and adequately completing recognition, reflection and repairs.
Perseverance	Pupils understand that they need to continually apply effort in order to achieve something even if their environment changes. Adults in school are here to help pupils strive to achieve their goals. Pupils understand that short term perseverance helps them realise the 'bigger picture'
Achievement	Pupils are suitably challenged in and out of lesson. When a task or action is completed successfully with effort, skill or courage this is

	celebrated. Pupils earn daily positive points, nominations, positive postcards and instant praise for their achievements.
Tolerance	Pupils behave respectfully towards others and accept opinions of others and are aware of their own and others development needs. Pupils accept reasonable adjustments are made to individuals to support pupils and personalise learning to provide the best possible access to education for all. Pupils are understanding of this approach.
Empathy	Empathy is covered within the PSHCE, tutor programme, protective behaviours, assemblies and in other areas of the curriculum. Pupils demonstrate an ability to understand and share the feelings of others during our recognition, reflection and repairs procedures.
Equality	There is a whole school ethos on always promoting an equal status for all learners. Pupils approach everyday issues with empathy, especially when dealing with sensitive topics covered all across and our curriculum.
Kindness and Compassion	Pupils regularly display kindness and respect towards others in their day-to-day interactions within and beyond the classroom. Our learners are sympathetic to others and support each other to solve problems. At Hailey Hall we encourage pupil voice and promote peer-mentoring to create a platform for pupils to support themselves and their peers.