



Introduction

**The root of “discipline” is the word disciple, which means “student”, “pupil”, and “learner”.
A disciple is not a recipient of punishment, but one who is learning through instruction.
(Siegel and Payne Bryson, 2018)**

Note : This policy is to be read in conjunction with ‘Keeping Children Safe in Education’ DfE, 2019

Hopefields strives to create a school community which is trauma informed. This trauma informed approach is embodied by our aspiration to build a nurturing, caring ethos which permeates our school environment. Hopefields has an ethos that promotes a positive approach with emphasis on praise, reward and encouragement. We have developed a behaviour policy which places relationships as the cornerstone for children/young people to thrive, both academically and in relation to their wellbeing.

We aim for the highest standards in all aspects of Hopefields life, where each individual is intrinsically valued.

Aims

To create a purposeful and happy atmosphere which will enable visitors to feel secure to develop as individuals we need:

- To acknowledge and value achievements at all levels
- To encourage increasing independence, resilience and a sense of personal responsibility
- To consistently reinforce appropriate behaviour thus encouraging positive attitudes in young people attending Hopefields
- To take every opportunity to enhance self esteem
- To encourage tolerance, kindness and respect for others - as well as self-respect, developing a strong sense of morality
- To work in partnership with visitors, parents and carers, school staff and external professionals
- To consistently apply the behaviour policy through Hopefields staff
- To ensure that all members of the school community feel safe
- To teach children/young people how to communicate their thoughts and feelings in a way that would be beneficial in their adulthood.



Purpose of the behaviour policy

To provide guidance to staff and learners that can be:

- Easily understood and used
- Used to create and embed a nurturing, inclusive whole school ethos that reflects the aims of the policy
- Monitored and evaluated as part of a plan-do-review cycle, with input from children/young people, parents/carers, host schools and governors

Expectations

The way we behave at Hopefields influences everything we do.

Hopefields have a fundamental belief that we are responsible for placing the young person's voice at the heart of each step of the process.

Staff are expected to: *(further information is detailed in the Staff Handbook)*

- Have a good understanding of all the young people in their care
- Plan to teach effective, relevant and stimulating sessions/activities which are well differentiated to meet the needs of all the young people in their care
- Provide pupils with a good role model
- Develop pupils' self esteem
- Positively reinforce good behaviour
- Deal sensitively with negative behaviour
- Liaise with care givers/school about behaviour
- Keep records of behaviour issues on CPOMS

Pupils are expected to:

- Be kind and caring towards one another
- Help those less able than themselves
- Show respect for adults and other pupils
- Show respect for property
- If appropriate, evaluate and modify their own behaviour to the best of their ability – with staff help



Parents/carers are expected to:

- Be informed and supportive of aspects of their child's behaviour at the Centre
- Be supportive of this Behaviour Policy
- Embody the principles of the behavior policy at Hopefields Education

Strategies to encourage positive behavior

Behaviour management strategies used at Hopefields will be necessarily diverse to meet the wide age range, cognitive abilities and specific needs of the pupils, but the underlying principles will be the same.

It is far better to prevent inappropriate behaviour occurring than to deal with it after the event. Praise, rather than negative feedback, is encouraged.

Hopefields staff have agreed the following behaviour Support Strategies:

- Be positive and enthusiastic
- Have high expectations of the pupils and expect excellence
- Be consistent in all approaches
- Praise the good, with meaningful and explicit comment
- Stay calm; do not shout
- Never talk about a young person's behaviour in front of the rest of the group
- Sanctions must be short, clear and immediate
- Set clear boundaries and establish routines
- Use clear language
- Know that it takes time to change behaviour
- Work as a team - use individual strengths and rotate staff when appropriate
- Do not take things personally
- Take into account each young person's level of learning as the majority of our young people are working at below age related expectations



We Will:

- Aim to embed the principles into your values so that all children/young people and staff are guided by them on a day to day basis, and so that they can be seen in action
- Write scripts for responding to behaviour that feels particularly challenging. Scripts should be used consistently by all staff who come into contact with a child, young person or group, and can be used at a whole setting level, group level, or to provide consistent differentiation for an individual
- Aim to make day to day routines highly predictable. Routines and predictability help everyone to feel safe
- Children and young people can often think of restorative solutions or strategies for supporting changes to behaviour when given the right tools. Conversations that avoid blame, take place when a child or young person is calm, and use visual prompts, can often help children and young people to think about what might help next time, or what they could do repair a situation
- Aim to maintain consistently calm responses
- Involve pupils/students in developing strategies to respond to whole setting issues (e.g. litter dropping).

What happens if student behavior is poor?

Trauma informed approaches to behaviour aim to understand what a child or young person might be trying to say to us through their behaviour.

Behaviour that challenges is not seen as a choice, but as being a communication of an unmet need. Staff using a trauma informed approach strive to understand the function behind a behaviour, rather than using rewards and consequences to promote/discourage behaviour that is desirable/undesirable to the member of staff.

A note on consequences: Consequences are not seen as a central element of trauma informed approaches to behaviour. However, some children and young people benefit from having the opportunity to co-construct ideas for repairing a situation, alongside an adult. An emphasis should be placed on restoration, not punishment or blame, and should aim to reduce feelings of guilt in the child or young person.



Use of exclusion:

Hopefields recognises the potentially detrimental impact of exclusion and consequently avoids using any form of exclusion in response to behaviour that challenges us.

In order to avoid exclusions, we:

Identify and meet the need being communicated through a behaviour at the earliest opportunity (rather than using sanctions to reduce the behavior).

Use restorative conversations alongside the child or young person to reflect on triggers, thoughts, feelings and what might help in the future.

Use a relational approach to behaviour management.

Reasons for Exclusion

Exclusions can happen:

- within the context of persistent disruptive behaviour. (Before exclusion it would be expected that a wide range of interventions have been used over time to address behaviour issues)
- in exceptional circumstances, following a serious first or 'one-off' incident

The serious one-off incidents might include:

- serious or actual or threatened violence (against another student or member of staff)
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

Hopefields will only end a placement when extreme and sustained behaviours that are in need of a further level of approach we cannot offer, are evident. Hopefields will refer to the host school/referrer and arrange a meeting with immediate effect to discuss the situation, where the team around the child will attend. On the rare and occasions that exclusion is used, we will:

- Maintain contact with the child or young person and their family throughout the process (e.g. telephoning the child or young person at the beginning and end of each day, to check how they are doing and how the work they have been set is going)



- Use Restorative Practice to structure reintegration meetings and reduce blame
- Hold a restorative group for staff involved in supporting the child or young person
- Place the young person's (and parent/care giver) voice at the heart of each step of the process.

Physical 'Holding'

Hopefields are committed to a positive behaviour policy which encourages individuals to make positive behaviour choices. On rare occasions circumstances may result in a situation that requires an element of physical intervention by staff. Our policy for physical intervention is based upon the following principles:-

- Physical intervention should be used only as a last resort to keep young people safe, when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Director as soon as possible
- Parents/ host schools will be informed of each incident

It is not possible to define every circumstance in which physical holding would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff are aware that when they are in charge of individuals during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all individuals they are in charge of. They must, therefore, take reasonable action to ensure all individual's safety and wellbeing. Staff will not be expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Actions after an incident:

Physical 'holding' often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the individual. The Director will be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of staff will always be involved in debriefing the individual involved and any victims of the incident will be offered support, and their parents /host school informed.



Recording Incidents:

All accidents and incidents involving young people are recorded:

- On CPOMS, as soon as is possible after the event
- In the 'Central Record of Incidents involving the Use of reasonable Force'

All pupil injuries **MUST** also be recorded on a Pupil Accident Form.

All staff injuries **MUST** be recorded on an Accident Report Form.

All incidences will be shared with host schools in the weekly report/by close of business day, depending on severity of the incident.

Allegations against school staff:

The Department for Education (2016) requires that school behaviour policies "set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff". In line with our trauma informed approach to behaviour management, any accusations made against school staff would be interpreted on an individual basis, with staff, the child or young person and parents/carers working together to understand the possible functions of this behaviour. In addition, a Restorative Practice based approach (e.g. a restorative conference) would be used in order to repair relationships between the child or young person and the staff member, whilst aiming to avoid eliciting shame in the child or young person. The member of staff involved would also be provided with access to emotional support from staff on a more private basis, and/or counselling if required.