Hambling View
Positive Behaviour Policy

Ratified by Chair of Govs.   **Signed by**

Date 24ᵗʰ October 2024

Date   10/10/2024
Review Date   10/10/2024

All members of the community recognise the rights of others to work and thrive in an environment that is calm and purposeful and where they feel safe and respected. However, we also believe that challenging behaviour is most often the result of an unmet need, or a difficulty in communicating that need to others. Therefore, being taught how to behave well and being supported at times when behaviour is challenging, so that all can learn in a calm and supportive environment, is essential for all students.

Our behaviour principles are outlined below:

- All students receive an excellent education that is not hampered by poor behaviour within the classroom or school site so that they can achieve their goals
- Students develop a love of learning in classrooms that are characterised by high levels of engagement and enjoyment
- All students are rewarded for good behaviour, efforts and engagement
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, and students are safe and feel safe

Keeping Children Safe in Education (KCSIE) is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. The school behaviour policy has been designed to bear this in mind.

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2At

At Hambling View we have a robust zero-tolerance approach to child-on-child abuse, including that of a sexualised nature and cyber-bullying. We take child-on-child abuse, unwanted sexualised behaviour and cyberbullying very seriously and will always investigate any reports of such behaviour regardless of when an alleged incident took place. We will always support and believe victims and we will not engage in victim-blaming.

Children should report any concerns relating to child-on-child abuse or anything to an adult member of staff in their school. The member of staff should then pass on this information to the safeguarding team or Designated Safeguarding Lead (DSL).

We also have a zero-tolerance policy in regard to ALL prejudice-based and discriminatory bullying (including sexism, misogyny/misandry, LGBGTQ+ phobia and sexual violence and harassment). As well as sanctioning all related behaviour we will run programmes of education to support students in their learning about British values - tolerance, democracy, rule of law, mutual respect and individual liberty. Our Relationship Health and Sex Education programme of study is also planned to teach our students about acceptable behaviours.

The detail within this policy applies to all:

- Activities undertaken by the school inclusive of those outside of the normal school hours and away from the school site
- Who, work, volunteer or supply services to our school - that is all staff (teaching and support staff), students on placement, the Proprietor and Governors

Legal Status:

- Behaviour in Schools, Advice for Headteachers and School Staff
- Keeping Children Safe in Education (KCSIE)
- Equality Act (2010) • Education Act (2011)
- Getting the simple things right: Charlie Taylor's behaviour checklists
- Use of Reasonable Force. Advice for Head of Schools, Staff and Governing Bodies

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England
- Behaviour and discipline in schools: guide for governing bodies
- Mental health and behaviour in schools
- Searching, screening and confiscation in schools
- Working together to safeguard children
- Respectful School Communities
- Sharing nudes and semi-nudes: advice for education settings

The Aim of our Policy

MIAG Independent Schools is committed to creating an environment where positive social engagement is at the heart of productive learning. Everyone is expected to accept responsibility for their behaviour and encourage others to do the same. Our policy guides staff to directly teach the skills needed for effective emotional regulation and positive social interaction. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and restorative intervention to support staff and learners. Students should not fear recrimination for telling the truth and a mutual feeling of trust is implicit. Students will know that sanctions are applied fairly and in a consistent manner.

We recognise that all behaviour has message value and aim to reduce the need for students to engage in challenging behaviours by providing appropriate stretch and challenge and through effective planning.

Our Students

Hambling View is a specialist school catering for young people between the ages of 11 and 16, with Complex Needs that may include Moderate learning Difficulties (MLD) and related needs including Autistic Spectrum Disorder (ASD) Speech, Language and Communication Difficulties (SLCN), Attention Deficit Hyperactivity Disorder (ADHD) and other co-occurring needs. We recognise that the unique learning profiles of our students may mean that their developmental stage differs to their chronological age, and that this may necessitate reasonable adjustments and direct intervention to effectively support students to engage with our approach.

The Aims of Our Approach

At Hambling View our approach to behaviour management and support is restorative. A restorative system seeks to help students understand the consequences and impact of their actions, and their role within their community, and to build productive coping and management strategies that enable students to create and maintain relationships of all types. We aim to restore, redraw and repair relationships, through restorative practices, in preparation for adulthood.

The purpose of our restorative approach is to:

- Promote well-being and engagement within the school community
- Encourage the development of personal independence and responsibility
- Create a safe learning and working environments for all members of the school community
- Ensure praise rather than blame is the norm

Who Has a Role To Play?

We believe that effective learning can only be achieved through effective collaboration between parents, staff and students. We aim to ensure that the voice of all three strands is represented and valued within our planning.

The Role Of The Headteacher:

- To determine the detail of the standard of behaviour acceptable at the school and embody the school values
- To make provision for continuous professional development with reference to positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures
- To facilitate staff access to relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development
- To ensure staff members are familiar with the school's behaviour policy and guidelines for behaviour
- To ensure effective record keeping, data analysis and procedural review

The Role of The Class Teacher:

- The class teacher has prime responsibility for pastoral care
- Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school
- Teachers will provide well planned, interesting and challenging lessons. They will make reasonable adjustments and utilise personalised support strategies

The Role of All Staff:

- Building positive relationships with mutual respect between staff & students and leading through positive example
- Providing clarity and consistency of expectations and consequences
- Reporting and monitoring behaviour concerns to enable early intervention
- Recognising and valuing student and parent voice within learning pathways

The Role of Students:

- To take responsibility for their own behaviour
- To report incidents of bullying, violence, or any forms of harassment
- To recognise and respect the rights of their peers to learn and feel safe

The Role of Parents:

- To work in partnership with the school
- To build a supportive dialogue between home and school, and to report concerns directly to form tutors or senior leaders to enable swift support
- To take responsibility for the behaviour of their child both inside and outside the school

School Rules

- Do as asked, when asked
- Arrive on time, ready to learn
- Keep hands, feet and objects to yourself

Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships so that people can work together in an effective and considerate way. We aim to promote positive social interactions and the building of pro-social skills rather than merely deter antisocial behaviour.

We place our focus instead on the Hambling View values, which outline our overall expectations of students and staff. Our rewards system is built upon these values.

- Community
- Achievement
- Respect

We recognise and reward the following:

Community:	• *Working well with your peers* • *Working well with staff and others* • *Showing fairness and understanding Inclusion*	
Achievement:	• *Working hard even when things are difficult* • *Perseverance to get to the end* • *Resilience in the face of difficulty* • *Doing a task to the best of your ability*	
Respect:	• *Kindness and friendship* • *Thinking of others* • *Trustworthiness* • *Looking after the school*	

What Happens When It Goes Well?

We reward values based on positive behaviours. Rewards are ENTIRELY separate from our sanctions system. Points and rewards earned for positive behaviour will not be removed as a form of sanction.

Our values are used to support students to learn what is expected of them and how to develop. Staff will be specific in their praise and help students to understand WHY they have earned a reward.

We aim for rewards to be motivating, appropriate to the developmental stage of the pupil, and personalised. Students will have autonomy over how their points are used within the set systems.

Alongside personal rewards, we also use a system of community rewards. These will be offered to the entire school community. These rewards aim to encourage students to recognise and celebrate when other members of the community embody our shared values.

Headteachers Award will be nominated by staff ½ termly and shared at the ½ termly celebration assemblies. Winners will also be praised in a letter home to parents.

A values point ☑️🖊️

This point is just for you, teachers will log them online and you can collect them to win awards.

A Gold Token 🟡

This token is for the community, you can use it to vote for a whole school award at the end of the week, year or term.

We will track all points earned and these will be shared with parents

Points can be earned for a wide variety of activities and will be linked to our school values:

RESPECT   Community   Achievement

Each half term in our celebration assembly there will be Spinner Awards

1. Every value point earns an entry into the celebration spinner...so the more points you get the more likely you are to win!

2. Everyone with over 95% attendance will be entered into the spinner for a chance to win an award

And during the year there will be opportunities for

- Value Points Rewards (which can be spent in the rewards shop)
- Gloden Star Awards
- Headteachers Awards
- Sports and Leadership Awards
- Attendance
- Plus others

10 Value Points	A 10-point prize from the award shop
25 Value Points	A 25-point prize from the award shop
50 Value Points	A 50-point prize from the award shop
75 Value Points	A 75-point prize from the award shop
100 Value Points	A 100-point prize from the award shop

Golden Star Awards are awards that are given to the whole community for collective efforts, achievements or acts. Groups can get a Golden Star award that can be added to the community total which leads to whole community rewards such as film and popcorn, trips, outdoor adventures etc.

| Golden Star Prize | End of Week (all staff have one golden star to award)
End of term (all students will help to decide what the rewards will be)
End of year: (all students will help to decide what the rewards will be) |

What Happens If It Goes Wrong?

Serious Incidents

We do not accept vandalism, racism, homophobia, drugs, weapons, sexual harassment and violence, threating or violent behaviour or sustained bullying. Instances of these behaviours will be dealt with through formal sanctions and educational restorative intervention according to our exclusion policy.

We take bullying extremely seriously. Where an accusation of bullying is made, we will investigate the issue and follow up with the students involved. Actions and sanctions will be decided on by an appropriate member of staff according to the needs of the students involved. For more information on how we deal with incidents of bullying, please see our anti-bullying policy.

It is the expectation that the staff who witness the issue, or who have dealt with the incident will log all serious incidents on Arbor, and that they will tackle the issue using the relevant level of the restorative system.

Our Restorative Pathway

All incidents are a learning opportunity. Our sanctions are restorative. They are designed to actively TEACH the skills of social interaction and help students understand how to repair relationships following an issue.

Teachers will log incidents on Arbor so that we can evaluate patterns and triggers. The restorative actions below will be used with students.

The headteacher and pastoral staff will evaluate the incident logs on a fortnightly basis to ensure that early intervention can be implemented where needed. If an issue becomes apparent during this review process, or if staff are concerned about the behaviour of an individual then they may make a referral for well-being support using the referral form (See appendix 1).

This policy recognises that restorative behaviour approaches should not open opportunities for teachers, or pupil blaming. This policy is designed to provide a supportive structure that enables mutually respectful relationships and reflection.

Whilst we would expect all staff to provide mutual support, there is a supportive hierarchy of referral through to the Headteacher where necessary.

In line with our safeguarding policy and approach, staff will log incidents thought to be of a safeguarding nature on CPOMS and their outcomes to enable effective tracking and early intervention.

Our Levelled Approach To Restorative, Reflective Sanctions

Level 1 - Affective Statements					
Problems With	**To Be Addressed By**	**Restorative Solution**	**Activity For The Child**	**Role Of The Adult**	**Parental Communication**
• Lateness • Uniform • Following instructions • Minor Issues	• Class teacher • Tutor • Activity Leader • Duty Staff	Affective Statements (see below)	Conversation with the relevant member of staff	• Focus on what you want from the child • Use Scripts • Calm voice • Solution focussed • Expectations focussed • Private conversation • Give time for responses	• Not usually necessary at this stage • Persistent concerns may warrant liaison

Affective Statements

- You're taking learning away from the rest of the class, which is unfair.
- When you (behaviour), the consequence is … what I need is (action)
- Thank you. I've noticed … Remember the rule about
- You have chosen to ... Do you remember when (Positive behaviour)
- That's the Darren I need to see now. Thank you listening (walk away)

Level 2 - Restorative Conversations

Restorative conversations can be used when the issue lies with one student. Restorative circles can be used where issues relate to a whole class and needs a group outcome

Problems with	To Be Addressed By	Restorative Solution	Activity For The Child	Role Of The Adult	Parental Communication
• Minor ongoing problems • Low level disruption • Low level behaviours which do not align with our school values	• Class teacher • Tutor • Activity Leader • Duty Staff	Restorative Conversations (see scaffolding below)	Reflect on behaviour and impact on self and others (if appropriate)	• Focus on what you want from the child • Use the restorative questions • Focus on the primary issue • Calm voice • Solution focussed • Expectations focussed • Private conversation • Give time for responses	• Email to parent outlining the issues and steps taken using the email script below

Level 2 - Restorative Circles

Restorative conversations can be used when the issue lies with one student. Restorative circles can be used where issues relate to a whole class and needs a group outcome

Problems with	To Be Addressed By	Restorative Solution	Activity For The Child	Role Of The Adult	Parental Communication
• Friendship issues • Low level disruption • Low level behaviour which do not align with our school values	• Class teacher • Tutor • Activity Leader • Duty Staff	Restorative Circles Conversation(see scaffolding below) Or Supported Restorative meeting between two people	Reflect on behaviour and impact on self and others (if appropriate)	• Focus on the primary issue • Use the restorative questions • Calm voice • Set out the ground • Avoid telling the young person how you feel • Solution focussed • Link to school values • Expectations focussed • Private conversation • Give time for responses	• Email to parent outlining the issues and steps taken using the email script below

Level 3 - Restorative Conference

Restorative conversations can be used when the issue lies with one student. Restorative circles can be used where issues relate to a whole class and needs a group outcome

Problems with	To Be Addressed By	Restorative Solution	Activity For The Child	Role Of The Adult	Parental Communication
• Behaviour with a clear pattern, eg. Sustained, serious disruption of learning occurring over several sessions • Swearing and bad language, specifically, swearing at a member of staff or another students where the swearing has been intentionally used to cause offence • Damage to property	• Headteacher with support from the pastoral team	Restorative Conference (see scaffolding below) And in some cases will be followed by a restorative action	Restorative Sanction: Restorative Conference (this is the sanction) In some cases it may be suitable to arrange a restorative action, for example, community service, an apology, act of kindness Judgement should be used about the appropriate action based on the students developmental stage	• Clearly outline the primary issues • Use the restorative questions • Encourage the young person to reflect rather than telling them your views • Set out the ground rules for the meeting • Ensure that the student has opportunity to speak • Listen to the young person • Calm voice • Link to school values • Solution focussed • Private conversation	• Email to parent outlining the issues and steps taken using the email script below • Provide parents with an opportunity to discuss the issues should they wish to do so

Level 4 - Formal Sanction

The Headteacher will investigate the issue and apply a reasonable sanction which reflects the developmental stage of the students, and the harm caused by the serious incident. The school retains the right to implement sanctions it deems appropriate up to and including permanent exclusion

Problems with	To Be Addressed By	Restorative Solution	Activity For The Child	Role Of The Adult	Parental Communication
Serious incidents including but not limited to: • Racism/homophobia • Drugs • Smoking • Weapons • Sexual harassment and violence • Sexual activity on school site • Threatening of violent behaviour • Sustained bullying of a student or students	• Headteacher	Formal Sanction Where exclusions have been identified as necessary a full back restorative review or return meeting will take place alongside the creation of a Pastoral Support Plan	Potential actions could include: • Restorative conference followed by a restorative activity (community service) • Internal exclusion • External exclusion • Permanent exclusion	• Focus on the issue being investigated • Review the context • Clearly outline the primary issues • Use the restorative questions/scaffold to structure the conversation • Encourage the young person to reflect rather than telling them your views • Calm voice • Link to school values • Solution focussed • Private conversation	• Phone call to parents who will be informed that the investigation and decision-making process, and involved in the return to school meeting

The Restorative Scaffolds for Staff

Restorative Conversation
Chose 2 to 5 of these questions to help you discuss the problem. We need to understand the problem, and how to avoid it happening again.

? What happened?	What were you thinking at the time?	What have you thought since?	How did this make people feel?
? Who has been affected?	**?** How have they been affected?	What should we do to put things right?	How can we do things differently in the future?

Restorative Conversation
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Who has been affected?	How have they been affected?	What should we do to put things right?	How can we do things differently in the future?

Restorative Conversation/Circle

Select 2 - 5 of the questions to frame your restorative conversation/ circle / conference:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?

- What should we do to put things right?
- How can we do things differently in the future?

How to make a Restorative Conversation/ Circle / Conference work:

- Don't sit behind a desk
- Use a visual scaffold
- Focus on the outcome
- Reserve enough time for the conversation, don't make anyone feel rushed
- Resist the urge to make copious notes, make sure they feel listened to.
- Leave the office / classroom door open
- Answer the questions yourself, not on behalf of the student but with your own reflections
- Be careful not to use judgemental language.
- Resist interruptions: e.g. 'This meeting is really important, can I see you later?'
- Don't nit-pick uniform at the start of the meeting, this simply reaffirms hierarchy.
- End the meeting well, plan how you will bring the meeting to a conclusion.
- Don't bring up other business / issues.

If a student clams up:

- Imagine if there were …. (people affected / a way of putting it right / things you could do differently.) What would they be? 1-10 scales: 'On a scale of 1 to 10 how angry were you?'
- Offer a postponement & support if they are not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two? Or would you like to meet tomorrow and have XXXX to sit with you and help with the answers?'

A positive learning environment:

- Know your students and their needs.
- Meet and Greet students.
- Speak in a calm voice.
- Use respectful language.
- Have lesson materials ready for the lesson.
- Keep instructions straightforward and provide a visual copy of instructions where needed.
- Set clear expectations for students, including the working rates and noise levels.
- Focus on the behaviour you want to see.
- Focus on and praise those students getting it right.
- Use a recognition board.
- Praise in public and be specific about the praise that you are giving.
- Adapt your teaching approach. (Is it too easy? too hard?)
- Reframe questions to support or stretch.
- Have adaptive tools ready for student use. (fiddle toys, wobble cushions etc)
- If you need to speak to a student, do so in private.
- End on a positive.

Example School to Home email format

Dear Parent/Carer

I am writing to inform you that (student name) and I had a restorative conversation/circle/conference today about (outline issue here)

From our perspective, this issue has now been resolved and (pupil name) now has a better understanding of the issue, its impact and the steps to avoid this happening in the future. This has therefore been a productive learning opportunity.

We look forward to having a fresh start tomorrow.

Best Wishes

(Name of teacher)

Behaviour Outside School

Pupil's behaviour outside school or on educational visits and sports fixtures is subject to the same policy. Incidents in such circumstances will be dealt with as they had taken place in school.

Travelling On School Transport

We recognise that journeys to and from school can have a significant impact on student wellbeing. We therefore apply the same rules and values to school transport as we do within our classrooms. Where behaviour on school transport is felt to be disruptive, harmful or dangerous the driver will report the incident to the school where it will be dealt with by school staff. Ongoing issues will be reported to, and discussed with, the parents.

Other key information and policies related to Supporting Behaviour.

Exclusion (please refer to the Exclusion Policy):

We may consider it inappropriate to re-instate a pupil who:

- Threatened or committed violence against other pupil/s or staff
- Sold, used or brought on-site alcohol, illegal drugs or "legal highs".
- Stole from the school or a fellow student
- Displayed persistent and malicious disruptive behaviour, including open defiance of authority
- Engaged in sustained bullying of other students

Recording serious incidents:

The school keeps a variety of records of Serious incidents. The Headteacher keeps a record of any child who is excluded for a fixed-term, or permanently. It is the responsibility of the Governors to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

A copy of all discipline letters is kept on file. The overwhelming majority of sanctions are "in-house" and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours, the school must record the transgression(s) on the transfer report.

Involvement of Students:

Article 12 of the UN Convention on the Rights of the Child allows children who can form views to express those views. The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programme to reinforce self-discipline and positive work and behaviour patterns.

Duties under the Equality Act 2010:

In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. The school will take account of the special educational needs when considering whether or not to exclude a pupil. Students will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the student. Adjustments will be made according to the student's specific needs. All rewards and sanctions must be applied fairly and consistently.

Hambling View is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential. Equalities Policy. There will be no discrimination based on gender, race, religion, belief, culture, sexual orientation, special educational needs or disability.

Support systems for students, parents and other agencies:

In our school, we have set procedures for supporting children with their behaviour problems. We may implement a pastoral support plan or risk reduction plan where needed so that staff, parents and the child understand what is expected of them and the strategies which will be used. We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support. Hambling View also has access to welfare services at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

Malicious accusations:

If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the pupil concerned needs services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Headteacher will temporarily or permanently exclude the pupil.

Sanctions and Searching To Keep Students Safe

In the rare instances that sanctions need to be imposed, students and parents must be aware of the following laws related to keeping all children safe while in school or engaging in school-related activities.

Teachers'   **Powers**

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (Sections 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants. Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school. Teachers have a legal power to impose detention outside school hours. Teachers can confiscate students' property.

Searching
School staff can search a pupil for any item if the pupil agrees:
https://www.gov.uk/government/publications/searching-screening-and-confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their

possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol or illegal drugs
- stolen items
- tobacco and cigarette papers and vapes (all types)
- 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 the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation
School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Related Documents:

- Anti-bullying Policy
- Child Protection Policy
- KCSIE
- Working Together to Safeguard Children (2025, Last updated 23 February 2024
- Exclusions Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Staff Behaviour Policy (Staff Code of Conduct
- Attendance Policy
- Complaints (Parents and

Wellbeing Referral Form

<table>
<tr><td colspan="3">Please note: Referrals for wellbeing support are discussed and agreed at our fortnightly triage meeting. Urgent concerns and safeguarding issues must continue to be logged on CPOMS and raised with the DSL</td></tr>
<tr><td colspan="3">**Student Support referral**</td></tr>
<tr><td>**Name of student:**</td><td colspan="2">**Name of referrer:**</td></tr>
<tr><td colspan="3">**Primary SEN Needs**</td></tr>
<tr><td>**Delete as appropriate:**
Is the student:
A child in need
A child in care
Known to CAMHS
Adopted
FSM</td><td>**Any other agencies involved?**</td><td></td></tr>
<tr><td colspan="3">**Reason For Referral** (please give specific and relevant details including any known context around changes in behaviour such as bullying, grief, bullying, issues outside of school):</td></tr>
<tr><td colspan="3">**What quality first strategies have been implemented within your class/tutor group for this student?**</td></tr>
<tr><td colspan="3">**Type of support being requested?**</td></tr>
<tr><td colspan="3">**What is the desired outcome from this referral**</td></tr>
</table>