

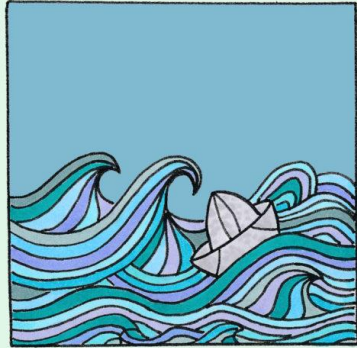


**HINCKLEY &  
BOSWORTH**  
EDUCATION PARTNERSHIP

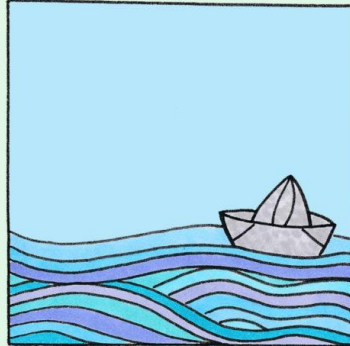
**Behaviour Policy**

**2022-23**

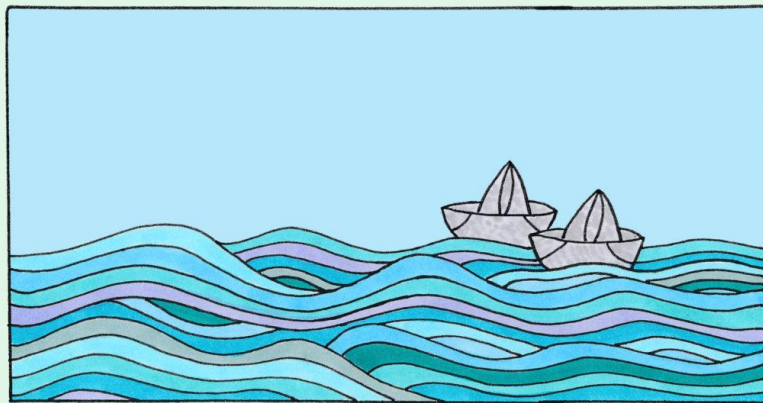
**WHEN THEIR STORM**



**MEETS OUR CALM**



**CO - REGULATION OCCURS**



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### **Behaviour and Standards Policy**

The Hinckley and Bosworth Education Partnership believes that the highest standards of behaviour, maintained in an environment where all are valued as individuals, are crucial to ensuring that all students fulfil their academic potential and become happy, confident members of their communities. Our unofficial motto of "Work hard, be kind" represents our culture ensuring young people achieve their academic and social potential.

At Glenfield Annexe, success is encouraged through the positive reinforcement of good behaviour through praise, certificates and our half termly reward system.

It is our responsibility to promote confidence, self-esteem and resilience through consistency, encouragement, recognition, incentives and rewards that are appropriate to the age and academic stage of each individual student.

This policy aims to promote the positive in each individual student but also recognises the need for consequences where behaviour falls below expected standards.

## **Standards**

By encouraging respect for themselves, adults, one another and by insisting on punctuality and mutual respect we aim to be an environment in which students feel part of a positive, safe community where they are fully prepared for learning.

In "Valuing Everyone" on the Glenfield Annexe site it is our intention and duty to ensure that the needs of all students with SEND are met, and where necessary, reasonable adjustments are made. This is true in the case of behaviour and discipline as it is in every aspect of our work. At HBEP we believe that behaviour is communication and we work to reframe challenging or anxiety driven behaviour to develop a better understanding of what each student needs.

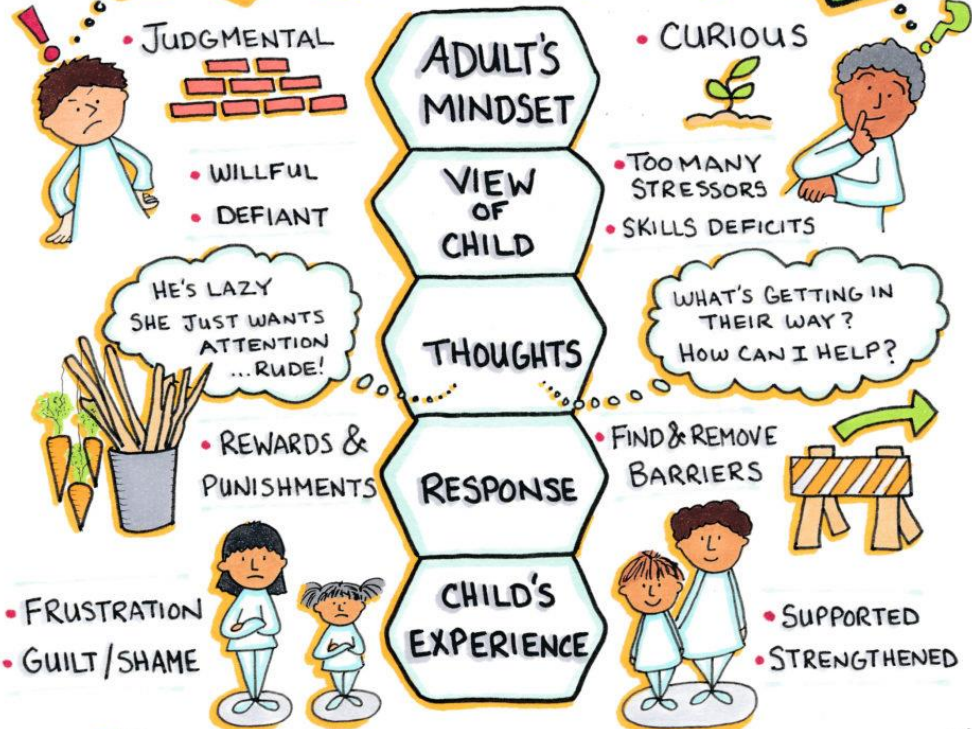
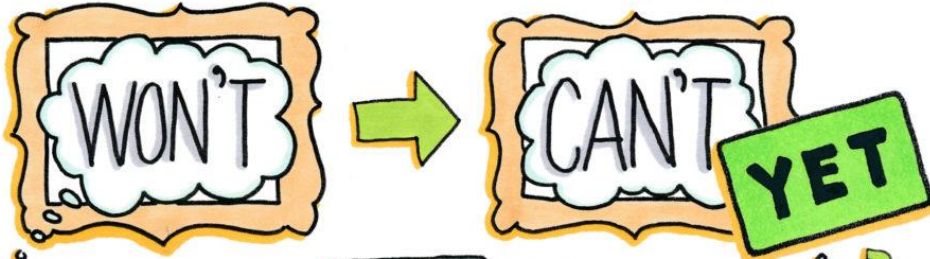
Students will not be subject to a sanction as a result of behaviour which arises from either a failure to meet a student's special need or to make reasonable adjustment that could have prevented that behaviour occurring. It is the core expectation that all staff will use the SEND profile, targets and strategies set on admission for all students attending the Glenfield Annexe as part of their entitlement to Quality First Teaching.

Where the behaviour of a student with SEND is found to have breached the Glenfield Annexe expectations and where appropriate support has been in place, the investigation of the incident and sanction following it will take due notice of the needs of that student. Reasonable adjustments will be made to the usual processes and sanctions as determined by the needs of the individual student.

# REFRAME THE BEHAVIOUR

"KIDS DO WELL IF THEY CAN"

~ ROSS GREENE



"SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD"  
~Dr. Stuart Shanker

When kids exhibit challenging behaviour we can be "STRESS DETECTIVES"...finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
- FIND UNMET NEEDS → MEET THEM
- FIND SKILLS DEFICITS → TEACH THEM

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## Choices and Consequences

The Glenfield Annexe promotes positive attitudes. We do not issue detentions and we uphold a restorative approach and the fresh start principle. Consequences from previous lessons should not be brought to a new lesson (subject to appropriate sanctions having been satisfactorily served). Students start each lesson with a clean slate.

Students are encouraged to understand the seriousness and impact of disrupting their own and others' learning. Staff will work with students to better understand and reduce the triggers to their behaviour so that they can develop better self-awareness and internal control where this is appropriate to their SEND profile.



## Bullying

The Hinckley and Bosworth Education Partnership is firmly committed to ensuring that all students are able to attend school free from the fear of bullying. Each school has its own Anti-Bullying Policy which clearly determines the sanctions that are applied where bullying is identified. A full copy of the policy is available by contacting the school directly.

## Malicious Allegations against Staff

Where an investigation proves that an allegation by a student against a member of staff is unfounded and/or malicious sanctions will be imposed taking into account the individual circumstances of the allegation. These may include, but are not limited to fixed term or permanent suspension.

## Recording of Incidents

All incidents are the responsibility of the class teacher/support and must be recorded on My Concern, including an update when actions are completed. It is the responsibility of the class

teacher to manage behaviour in their sessions and to follow up on any restorative work or phonecalls home.

### **Class Teachers**

Class teachers are responsible for behaviour in their own classrooms. They should seek to create positive professional relationships with individual students and classes. Good lesson planning should, where necessary, include planning for behaviour management.

Class teachers are encouraged to make use of support from other staff members when necessary.

Effective partnership between school, parent/carer and student is essential in supporting good behaviour. Parents/carers are asked to support the school's promotion of the site expectations for learning and behaviour and discuss matters reported to them at home with their son or daughter. Where necessary they will be asked to attend meetings to discuss behaviour and also to be pro-active in contacting school if they have concerns of their own.

### **Searching Students and Confiscation**

Under powers laid down in the Education Act 2006 and following advice in Screening, Searching and Confiscation, DfE 2014 staff may search a pupil if:

They have the pupil's consent, for any item.

Without consent if they have reason to suspect that a pupil may have in their possession,

- Knives or other weapons
- Alcohol
- Drugs
- Stolen items
- Fireworks
- Pornography

Any article that the staff member 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.

In normal circumstances searches will be conducted in the presence of two staff, at least one of whom will be of the same gender as the pupil to be searched.

### **Use of Reasonable Force**

The Hinckley and Bosworth Education Partnership places great value on developing positive relationships between students and with staff. As such our Behaviour Policy is built on the principles of equality, justice and a de-escalating approach to behaviour management. All staff receive regular refresher training in aspects of Behaviour Management. "All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom." All staff have a duty of care to keep children safe and a failure to do this in an emergency situation could result in disciplinary action being taken.

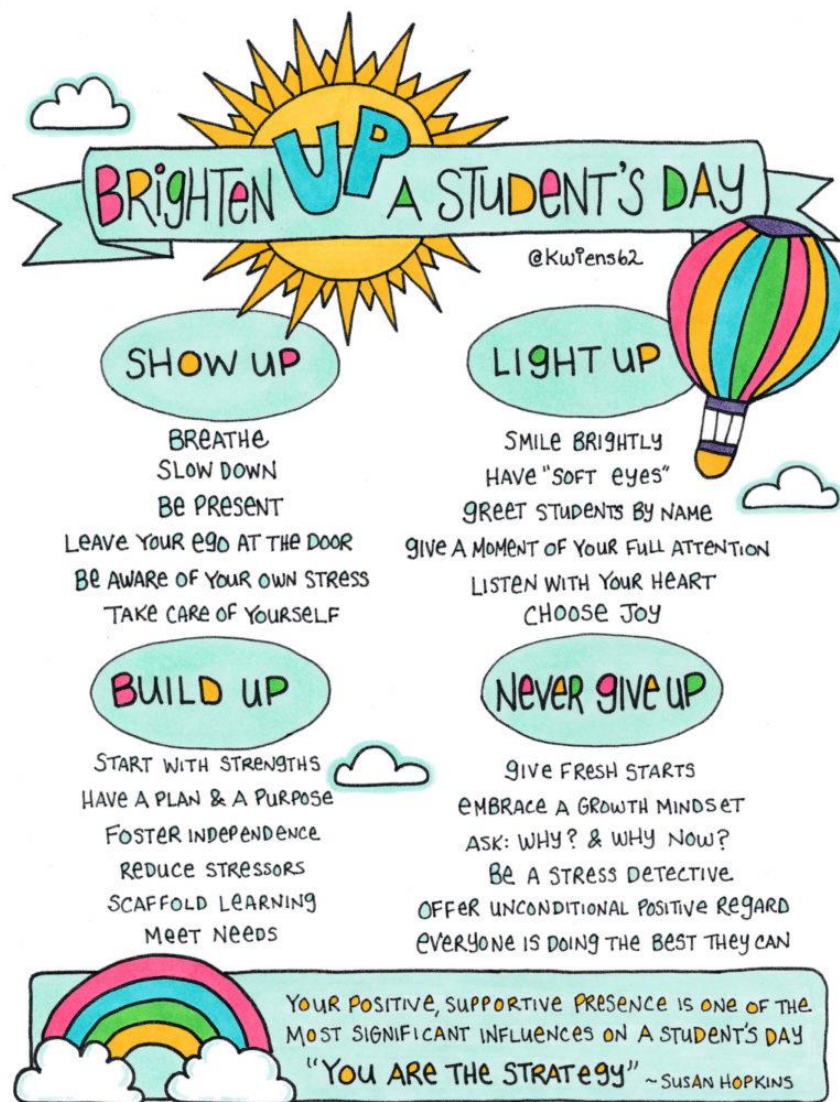
Staff at the Glenfield Annexe are trained and able to use TEAM TEACH principles. If positive handling is required to restrict the movement of a student, this will be recorded in the Bound Book on the same day and parents will be informed. As part of best practice around positive handling, the student will be allowed to have time to process what has happened and if appropriate to reflect upon what led to the need for positive handling.

Staff authorised can use such force as is reasonable when searching a pupil without consent for prohibited items.

The Partnership Coordinator will regularly review any serious incidents requiring positive handling with staff and parents and will inform the school. Any student who requires positive handling on a regular basis will have an Additional Risk Assessment which will outline what strategies need to be in place.

### Staff wellbeing

Staff are encouraged to value and invest in positive relationships as the bedrock of our intervention at Glenfield Annexe and the wider work of HBEP: we do not hold a punitive attitude to students when they make mistakes but we remain calm and connected to each individual. HBEP staff are able to regulate their own emotional states while at work to enable a positive connection which is always used to CONNECT before CORRECT when guiding behaviour. Staff share an understanding that we are in the intervention in providing the calm consistent routine that pupils need.



Staff meet daily to debrief on any situations that may have required creative approaches and they use PPA time to ensure the next day is well planned in terms of reducing known

triggers. The Partnership Coordinator meets weekly with the team to discuss any ongoing issues and staff can contact her at any time to share worries or concerns.

This policy is due for review in Sept 2023