



HAMILTON LODGE
SCHOOL AND COLLEGE

All policies are developed collaboratively to ensure we fulfil our mission to teach each one of our Primary, Secondary pupils and Further Education students to:

- develop a full language to support memory & learning
- achieve their academic and vocational potential
- be safe and confident in the modern world
- have happy memories of their childhood and make lasting friendships
- be healthy and resilient both physically and emotionally

22 CP: Behaviour Support Policy.

Compulsory Policy.



HLSC Specific Policy.

Date Approved:

10 March 2020

Chair of Governors:

Martin Redshaw.

Principal:

Billy Mc Inally.

Policy Lead:

Principal.

Next Review Date:

10 March 2022



Hamilton Lodge School and College Policy Document.

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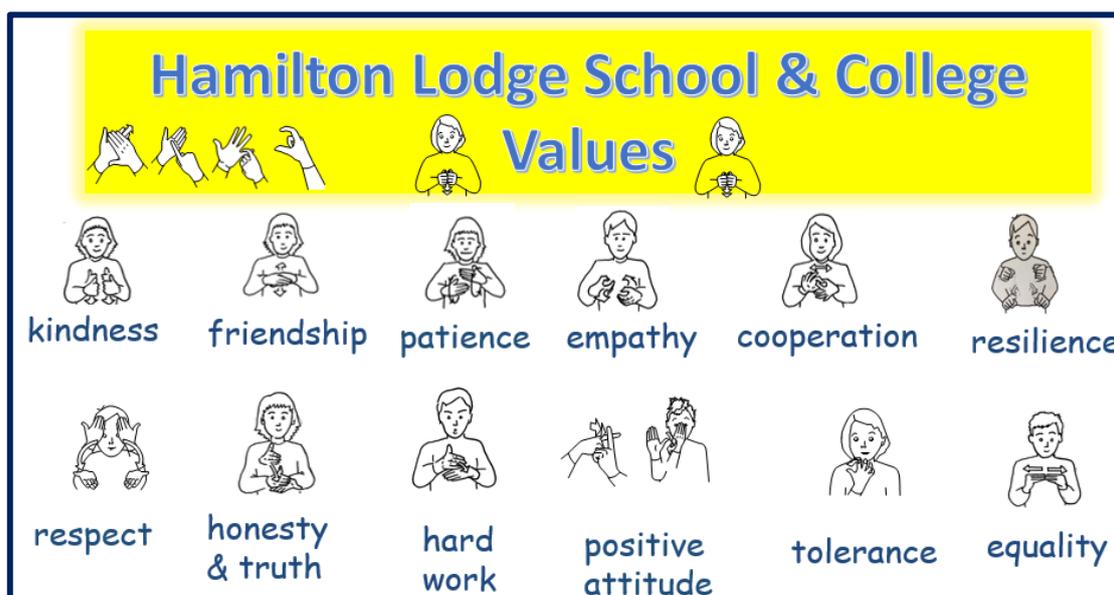
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1. Aims

Our behaviour policy aims to:

- Provide a **consistent** and **fair approach** to behaviour support across the provision offered at **Hamilton Lodge School and College**.
- **Define** what we consider to be unacceptable behaviour
- Outline **our expectation of learners**.
- Summarise the **roles and responsibilities** of different people across the school community with regards to behaviour support
- Outline our responses to supporting with presenting behaviours.
- Ensure we have an environment that:
 - Supports a high quality safeguarding culture
 - Is conducive to high levels of engagement and of quality learning
 - Promotes the ethos and values of the school.
 - Guarantees we achieve our ultimate aims for every learner and they:
 - develop a full language to support memory & learning
 - achieve their academic and vocational potential
 - be safe and confident in the modern world
 - have happy memories of their childhood and make lasting friendships
 - be healthy and resilient both physically and emotionally



2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting learners with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its learners
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate learners' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Maladaptive behaviours can be defined as:

- Disruption in lessons, in corridors between lessons, at break, breakfast, lunchtimes, Dinner times, in the community, in the evening or through the night.
- Non-completion of directed learning
- Poor attitude toward adults, peers, or any given learning or leisure activities

Serious maladaptive behaviour can be defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Any violent actions directed at self, peers, adults or property
- Any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school’s approach to preventing and addressing bullying are set out in our [anti-bullying policy](#).

5. Roles and responsibilities

5.1 The governing board

The Governing body is responsible for reviewing and approving the [written statement of behaviour principles](#).

The Governing body will also review this behaviour policy in conjunction with the Principal and monitor the policy’s effectiveness, holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for:

- reviewing this behaviour policy in conjunction the wider leadership team
- recommending any changes to the Governing body
- approving the policy
- ensuring all aspects of provision at Hamilton Lodge School and College encourages positive behaviour
- ensuring all staff deal effectively with maladaptive behaviours
- monitoring how staff implement this policy to ensure a consistent approach across the entire provision
- Managing all exclusions in line with our [exclusions policy](#) and [government guidance](#).

5.3 The Head of School

The Head of School will:

- Ensure that all aspects of the school environment encourage positive behaviour
- That teaching and learning is sufficiently differentiated and results in high levels of positive engagement across all phases of the school
- That all staff in school model the behaviours we wish to see adopted by our learners
- that staff deal effectively with maladaptive behaviours
- monitor how school staff implement this policy to ensure a consistent approach across the entire provision.

5.4 Head of Care

The Head of Care will

- Ensure that all aspects of the residential environment encourage positive behaviour
- That evening activities are differentiated and result in high levels of positive engagement across all age groups
- That all residential staff model the behaviours we wish to see adopted by our learners
- that residential staff deal effectively with maladaptive behaviours
- monitor how residential staff implement this policy to ensure a consistent approach across the entire provision.

5.5 Designated Safeguarding Lead and the Safeguarding Team

will ensure all incidents of bullying are reviewed through our safeguarding team and recorded on [CPOMs](#).

5.6 Assistant Head and SENCo.

The Assistant Head/SENCo will:

- Chair meetings of the Pupil Support team as they review needs of individual learners
- review maladaptive reactions/behaviours to investigate if there are underlying needs that are not being met by the school
- Lead on the liaison with outside agencies on securing required support for any individual learner.

5.7 Residential Seniors.

Residential Seniors will:

- ensure that all aspects of practice in their houses encourages positive behaviour
- staff in their teams deal effectively with maladaptive behaviours
- monitor how staff in their teams implement this policy to ensure approaches in individual houses align with practice across our entire provision.

5.8 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently in all their spheres of influence
- Modelling the positive behaviours we want our learners to adopt
- Providing a personalised approach to the specific behavioural support needs of individual learners
- Seek support if any given situation requires it.
- Recording behaviour incidents in line with our processes and procedures.

5.9 Parents

Parents are expected to:

- Support their child in adhering to the learner code of conduct
- Support the implementation of the behaviour support policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the relevant member of staff
- Attend Consultation Evenings, develop and sustain informal contacts with the school.
- Accept that teaching, learning and social development can only take place in an orderly environment
- Remember that staff work with the best interests of their children at the centre of practice.

6. Learner code of conduct

We have an easy to understand code of conduct that is articulated below. This can be interpreted in any way to ensure all learners have full access to this. In all areas of provision learners are expected to:

- Respect and be kind to everyone (peers and all adults)
- Be prepared for all activities and lessons
- Be punctual throughout the day, evening and night
- Respect all property.
- Concentrate and try their best.

7. Restorative practice to support behaviour:

At school we have a restorative approach to support learners develop the skills required to interact in a manner conducive with successful social interactions, engagement, learning and progress. Our approach is based on four restorative approaches:

- *Respect*: for everyone by listening to other opinions and learning to value them
- *Responsibility*: taking responsibility for your own actions
- *Repair*: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure maladapted behaviours are not repeated
- *Re-integration*: working through a structured, supportive process that aims to solve the problem and allows young people to remain at Hamilton Lodge School and College

8. Use of rewards and sanctions

As a school we use a range of rewards appropriate to the needs of individual learners across all aspect of our provision to recognise effort, progress, personal achievement and attainment.

The school uses house points and residential houses uses their “star of the week”.

We believe a sanction can only be deemed successful if it leads to a change in behaviour. Where a learner has the capacity to understand the potential or actual consequences of an action, a sanction may be applied appropriate to any given situation. Proportionality and understanding are key to the success of any sanction.

Any sanction put in place in the residential houses must be recorded in the house sanction book.

8.1 Rewards

Well adapted behaviours and progress toward these across provision will be rewarded with:

- Home clothes for one week
- First in the queue for lunch for a week
- Stay inside with a friend for a week at breaktimes
- £5.00 cash reward
- Half an hour later to bed for a week (if manageable).

In recognition of a learner’s efforts awards will normally be given out in assembly but can be given in a manner more accessible to an individual learner.

8.2 Sanctions

Sanctions are only effective if they result in changing behaviours, however for the majority for our learners, the challenge for them is the fact that they need to de-escalate and regulate themselves and sanctions are therefore rarely effective. We may in the course of supporting a child review an

activity or a planned course of action and change it, this is not to “sanction” the learner this is to support them return to an emotionally regulated baseline as quickly as possible.

When a maladaptive reaction occurs:

- we will try to find out why the learner is presenting in a certain manner and respond accordingly. is behaving in this way and then treat the situation accordingly
 - we will highlight why a certain reaction was wrong
 - we will explain other possible, more adaptive reactions
- if the behaviour is repeated, we will repeat the process noted above
- if the behaviour continues, we may remove the child from the situation to an environment that will support self-soothing and a return to a learner’s individual behavioural baseline.

Natural consequences are effective in allowing learners to reflect on behaviours that may have escalated or could have been avoided had the learners engaged in de-escalation techniques or followed advice given by staff in support.

If a learner does have the capacity to clearly understand consequence, we may use a sanction. If this happens residentially, the sanction will be recorded in the house sanctions book and in more serious cases, will be shared with parents.

Sanctions will be guided by the notion of proportionality but could include:

- A reminder. This should include: a reminder to the learner of what they should be doing; a request for the learner to stop the undesirable behaviour; and a clear indication what the next stage of sanctions will be.
- A discussion/explanation. The member of staff concerned should try to establish with the learner what the problem is. A member of staff should also explain calmly and clearly why the behaviour is unacceptable.
- Meeting with the Class Tutor / keyworker to reflect upon the behaviour and set appropriate behaviour modification strategies such as charts, different seating arrangements, in place, loss of privileges.
- Monitoring behaviour: the school and care departments can gather evidence to determine suitable behavioural interventions.
- Communication between school and care staff: Communication between staff across departments is essential and fundamental to promoting consistent approaches and positive behaviour. Sometimes joint meetings are held to discuss approaches to ensure consistency and share good practice.
- Referral to Senior Staff / Principal. Persistent behaviours or where other interventions have not proved successful may result in a meeting with senior staff and the Principal. Any further indiscretions (or very occasionally a serious incident without the preceding sanctions) involving the learner will result in them being seen by the Principal. This may result in any one of the following:
 - Letter to parents/carers.
 - Phone call/text/email to parents/carers.
 - Parents/carers asked to come to school.
 - Loss of privileges
 - Behaviour/evening contract
 - Exclusion is an option of last resort and we aim to follow all [government guidance](#) and our exclusion policy if we feel exclusion is our only option. On occasion as a non-maintained school we reserve the option to act in the best interests of other learners and our school.

Where learners’ behaviour has resulted in intentional damage to buildings or property, some or all of the cost of repair/replacement may be passed on to parents/carers.

8.3 Off-site behaviour

Sanctions may be applied where a learner has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

9. Behaviour support

Our approach to behaviour support is articulated in our [Behaviour Principles](#). All staff who work directly with children have been trained in [TeamTeach](#) an approach to supporting with behaviour that:

- Emphasises proactivity to avoid crisis.
- Aligns with [Positive Behaviour Support](#).

9.1 Support in the classroom.

Classroom staff are responsible for setting the tone and context for positive behaviour within the classroom and during the school day.

They will:

- Prepare differentiated lessons that will engage, offer access and challenge to ensure progress.
- Create and maintain a stimulating environment that encourages and sustains learner's engagement
- Develop a positive relationship with learners in their care, which may include:

9.2 Support in residential houses.

Residential staff are responsible for setting the tone and context for positive behaviour within the houses they work and ensure this tone and context extends to all activities. They will:

- Create and maintain a stimulating environment in the houses that encourages and sustains appropriate social development of all boarders
- Develop positive professional relationships with all learners in their care.
- Develop an evening programme of activities that are accessible, challenging and enjoyable to all residential learners.

9.3 Time Out

For some learners, the use of time out might be a useful strategy. Learners should be reminded of this strategy to enable them to have the opportunity to self sooth and withdraw from a potentially difficult situation. Where time out is required, a member of staff should accompany the learner to an agreed place and remain with or nearby the learner. The aim is for the child to reintegrate as quickly as possible, ready to engage with learning.

9.4 Internal Notes

Internal notes are used to pass relevant and factual information across all aspects of provision to record and share a concern about a learner. They are copied to teaching and care staff and kept on the learners' files. Where a member of staff needs additional support they can send for a "green card" and another staff member will offer appropriate support with a view to de-escalate situation. In the evening, in an emergency, residential staff will use mobile phones to contact senior staff for assistance.

Staff taking learners out of school for activities should always carry out the risk assessment procedures during the planning stage of the outing.

Members of the leadership team are on call through the night.

9.5 Physical restraints

In some circumstances, staff may use reasonable force to restrain a learner in line with our [Physical contact and restraint policy](#). All physical restraints must be recorded in line with our standard operating procedure, on CPOMs and reported to parents

9.6 Relationships between learners

Relationships between learners are not encouraged but we recognise that some may begin relationships, especially our FE students. There is also, the potential for students to begin sexual relationships, this is strictly forbidden within the school and college premises and during the school week.

If a relationship develops between learners, this must be consensual and positive for all concerned. Where appropriate, support and guidance are provided to ensure that any relationship, whether sexual or non-sexual is a positive experience for all students involved, this may include seeking advice and guidance from external health care professionals.

If such relationships are formed then initially staff should attempt to discourage this, perhaps by suggesting that just a friendship would be more appropriate for them or by pointing out what is appropriate in and out of school. The situation should be monitored very closely, and supervision should be maintained at all times. Reinforce guidance about touching, kissing, personal safety, being responsible, the right to say no, etc.

Although holding hands or putting an arm around another learner (with their permission) is allowable out of school, any learners indulging in inappropriate touching, kissing or behaving in a sexual manner towards each other should be dealt with according to the learner guidelines, using an internal note to refer to senior staff as necessary.

9.7 Safeguarding and Child Protection

At all times we follow all guidance, processes and procedures highlighted in our [Safeguarding and Child Protection Policy](#)

9.8 Confiscation

Any prohibited items found in a learner's possession will be confiscated. These items will not be returned to learners.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to learners after discussion with senior leaders and parents, if appropriate.

The searching and screening of learners is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9.9 Mobile Phone Use

Appropriate mobile phone use is permitted after school and at break times during the school day. Taking photos or filming others at the school is not permitted. If a mobile phone is used inappropriately, then the phone can be confiscated for the remainder of the school day and collected by the learner at the end of the school day from reception. There is more flexibility with FE learners, but phones are not permitted to disrupt learning. If there is an issue of a safeguarding nature residential staff may well confiscate a mobile phone in the residential houses, or take one from a younger learner at lights out time.

9.10 Learner support

The school recognises its legal duty under the [Equality Act 2010](#) to prevent learners with a protected characteristic from being at a disadvantage. Consequently, our approach to maladaptive behaviour is differentiated to cater to the individual needs of the learner.

Judith Peacock special educational needs co-ordinator and her team will evaluate a learner who presents with maladaptive behaviours to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, specialist therapists, councillors, National Deaf CAMHS, educational psychologists, medical practitioners or other pertinent professionals, to identify and develop a plan to support specific needs.

10. Supporting Consistency: Learner transitions

To ensure appropriate support for behaviour is in place across all aspects of provision and that our practice is fully informed, information related to learner behaviour will be shared on a daily basis, this will be through morning briefings, afternoon briefings, safeguarding meetings, SEND meetings, house meetings, residential seniors meetings, teachers meetings, internal notes and senior leadership meetings.

11. Training

All our staff who work directly with learners are provided with compulsory training on supporting learners with their behaviour, including safe use of physical restraint. Currently we use [TeamTeach](#) and a [log of this training](#) is maintained in school.

Additional to the mandatory training to support behaviour our staff are all highly trained in communication and when required, bespoke additional training is put in place to ensure staff are well placed to provide appropriate support to meet the unique needs of individual learners.

12. Supporting behaviour for College Learners.

The transition from school to FE and college naturally necessitates a change in expectations and support for behaviour. There is a focus on moving from pupil to student and this brings challenges for individuals as well as a change in the way learners are treated. This has to be done whilst maintaining an expectation in standards of behaviour in line with the partnership colleges as well as within HLSC.

Both [Greater Brighton Metropolitan College](#) and Plumpton College have their own behaviour policies and expectations of behaviour with which students are made familiar during their college inductions. To complement these policies, we have devised an FE department policy with input from the students. [Appendix 1.](#)

The 3 stage disciplinary procedure in place to support college learners is noted in [Appendix 2.](#)

College Student Grievance Procedure

[Our grievance](#) procedure has been developed in conjunction with the students at HLSC FE department, [Brighton Metropolitan College](#) and [Plumpton College](#).

Complaints or grievances from students will be dealt with promptly, fairly and proportionately.

If a student disagrees with the way they have been treated, then they can appeal against the decision.

They can do this by seeing the Head of School & College within **5 working days** of receiving their warning, giving the reasons why they feel this to be the case. The Head of School & College will put the appeal in writing and the student can agree the content.

An appeal can only be made on the following grounds:

- That the process as laid out in the college “Behaviour Management Policy and Procedures” has not been followed.
- That there is new evidence that was not available at the original hearing that may have directly impacted on the outcome.
- The student believes that the decision was not fair in relation to the information or evidence available and presented.

Appeal Panel

The appeal will be held by a panel which will be chaired by The Principal of HLSC. There is a right of appeal to a panel of Governors – the Chair of Governors can be written to care of HLSC and the Chair will convene the panel. The decision of the appeal panel is final.

13. Links with other school policies

This behaviour policy is linked to the following policies:

[Safeguarding and Child Protection policy](#)

[School Exclusions policy](#)

[Behaviour Principles statement](#)

[SEN Policy](#)

[Anti-Bullying Policy](#)

[On-Line Safety Policy](#)

[Pastoral Care Policy](#)

[Statement of Purpose](#)

[Physical Contact and Restraint Policy](#)

Appendix 1 Expectations of college learners

Expectations and Rules drawn up in consultation with College students:

Do:

- Respect each other
- Support each other
- Arrive on time
- Arrive with a good attitude – be happy and helpful
- Be a good role model to younger learners
- Work as a team
- Ask for help when you need it
- Let staff know before you go anywhere
- Be welcoming and friendly to others
- Listen to staff
- Bring only water to drink in lessons
- Try your best
- Keep the FE department tidy

Don't:

- Bully anyone including online or cyber bullying
- Use your mobile in class
- Ignore other learners or staff
- Take drugs
- Drink alcohol in FE or arrive drunk
- Swear
- Be racist, sexist or make negative comments about any of the 8 strands of equality.
- Argue
- Chew gum in class
- Bring food into class
- Run around in the FE department
- Throw things
- Use sexual signs
- Walk out of lessons / lectures without staff permission
- Cause physical damage to property
- Students can discuss any issues or problems with any tutors or the Student Support manager as well as booking appointments with the Social and Emotional Adviser if needed.
- Relationships between students are not encouraged but we recognise that some may begin relationships, especially our FE students. There is also, the potential for students to begin

Appendix 2. 3 disciplinary stages within our College.

Stage 1: Formal Warning: given by any teacher member of care staff or the Student Support Manager within the FE department.

This could be for the following:

- disruptive behaviour
- lateness or absence
- not following reasonable requests or instructions
- using mobile phones / personal computers / social media devices inappropriately
- chatting and not paying attention
- low level swearing
- not respecting the ethos of FE accommodation

The formal warning is recorded within the department. If you have 3 formal warnings, then you move onto Stage 2.

Stage 2: Formal Review: a meeting with a tutor, care staff or Student Support Manager and Assistant Head Learning Support or Head of Care to discuss your behaviour

Serious misconduct:

- continued poor attendance / lateness / behaviour
- on-going misbehaviour and ignored warnings
- persistent swearing or use of sexual signs
- breach of the IT acceptable use agreement including inappropriate messages / images / use of social media
- damage to FE dept property
- damage to other students' property
- being in the FE dept or residences whilst under the influence of alcohol or drugs
- inappropriate behaviour while on a college / FE dept trip or work experience placement
- breach of H & S guidelines
- complete refusal to follow reasonable requests or instructions

Following this there would be an agreement drawn up as to how the student will change the behaviour which must be signed. Parents will be informed of this.

If there is no change in behaviour then the student will move on to stage 3

Stage 3: Formal Hearing: with the Head of School & College

- Continued behaviours listed in stage 2 and refusal to adhere to agreement
- highly offensive language or behaviour (racist / homophobic / sexist / related to a disability)
- cyber-bullying / hacking into FE dept intranet / breach of security
- drug misuse
- causing a serious risk to other students or staff
- carrying or using an offensive weapon or threatening to do so
- Cheating in an exam

An action plan for change would be drawn up and parents would be invited to attend a meeting to discuss this ongoing behaviour as appropriate to the students' ages.

If there is no improvement, then there would be a recommendation to the principal for exclusion which may be temporary or permanent depending on the nature of the behaviour. If following a temporary exclusion there is continued disruptive behaviour then there would be an application made to the Principal for a permanent exclusion.

It is possible to jump between stages if the behaviour warrants such action.

Appendix 3: Student Grievance Procedure

Student Grievance Procedure



Unhappy about the way you have been treated by staff.



You have 5 days to see Mrs Grant and talk to her about



Mrs Grant will write down what you say.



Mrs Grant will talk to Mr Mc Inally about it.



There will be a meeting with the principal and other staff.



You will be told what they have decided.



If you are still unhappy you can appeal to the chair of governors.

