

Mary Hare Policy: SCH001/A

Behaviour Policy Mary Hare Primary School

Policy Owner: Head of Primary School

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Securing the future of deaf children and young people

Registered charity 1048386

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Aims and purpose of the policy

1. Mary Hare School works on a very clear principle that deafness is not a learning disability and that deaf children can achieve as well as their hearing peers. This also applies to their behaviour as well. Many of our children have additional needs alongside their deafness and this can also impact on their behaviour. All pupils are capable of understanding right and wrong and should be able to contribute positively to a safe and happy environment. However, just as our pupils need extra support to achieve their potential, some will need additional support to bring their behaviour to a level appropriate to them.
2. Mary Hare Primary is committed to the social, emotional and mental wellbeing of its staff and pupils. We adopt an inclusive, proactive approach and adapt our behaviour support strategies to meet the needs of individual pupils. As a school for the deaf we recognise the far-reaching impact of deafness and that not all pupils will demonstrate age appropriate, positive behaviour at all times. The purpose of this document is to outline our approach to supporting our deaf pupils to regulate their behaviour both in and outside the classroom.
3. Deafness affects young people in different ways. Some young people might be emotionally and socially immature; some may be harbouring anger and confusion, and some have learned inappropriate behaviour strategies in settings which were not meeting their needs.
4. Our aim, therefore, is to model positive behaviour and support our deaf pupils to find appropriate strategies to deal with their challenges. Crucially, our setting is designed to remove some of the pressures on them so that they can relax and find - and then be - their true selves.

School values

5. Mary Hare Primary has 5 values on which we base all our teaching, both inside and outside the classroom.
6. The 5 values are:
 - Communication
 - Kindness
 - Curiosity
 - Confidence
 - Independence
7. These were developed by Mary Hare Primary after consultation with pupils and parents as they reflect all areas of life and enable us to support a pupil who is deaf to develop and understand them in a variety of ways. A child who is deaf often lacks many incidental listening and life skills and therefore often has a reduced understanding of the world around them. By embedding our values, it offers guidance for the child that can be applied to other areas of life at school and beyond.

School value	Examples of behaviours expected at MHP
Kindness	<ul style="list-style-type: none"> • To behave well and to be a good role-model to others • To look after ourselves, our school environment and our listening equipment • To be honest and tell the truth • To respect the decisions made by others to keep us safe • To know right from wrong • To earn people’s trust • To understand that everyone is different • To use good manners around the school with peers and adults • To cooperate with my peers • To make good choices about my body and my mind
Confidence	<ul style="list-style-type: none"> • To trust yourself that you can do it • To use our voices • To ask for help from someone when we feel unsure and know when we need to tell an adult • To be brave and have a go even if you’re not sure • To do the right things – even when it is hard • To take on challenges and risks • To make mistakes
Communication	<ul style="list-style-type: none"> • To use our voice when communicating • To allow others to understand through lip reading • To try our best to understand and be understood • To keep trying and use all the strategies we know to be understood • To ask when we don’t understand • To follow e-safety guidance when online • To practise our writing to write clearly
Curiosity	<ul style="list-style-type: none"> • To experience awe and wonder • To ask questions • To explore and investigate • To be inquisitive about my learning • To think carefully • To find out and learn more
Independence	<ul style="list-style-type: none"> • To try our best each day • To ask for help when we feel overwhelmed • To take pride in our learning, our work and our belongings • To persevere and not give up • To take on roles/responsibilities given to us by adults • To make the right choices about personal behaviour • To advocate for myself • To think about actions and consequences when making choices

8. If all adults and pupils seek to embody the above, it will follow that:

- Every pupil should feel safe, valued and respected, and be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Adults set an excellent example to pupils at all times
- Parent – school partnership agreement to support good behaviour of their son/daughter

- Fixed term exclusions are avoided wherever possible, but in a residential setting may need to be used to ensure that all pupils are safe.

ProActive Approaches

9. Therapeutic thinking is a philosophy that focuses on how all children and young people are to be supported, particularly in terms of their emotional wellbeing and mental health. It helps to develop an understanding of how to respond to those who may be communicating through concerning behaviours. It is an ethos characterised by inclusive culture, based on training and information that is underpinned by Trauma and Attachment Informed approaches and best practice. All therapeutic models have a foundation in empathy and [unconditional] acceptance whereby:

The child's actions need to be interpreted correctly and understood by the adult.

10. At our school we use behaviour specific strategies, looking at what the child needs and what they need from the adults supporting them. This gives us clues from the outset of the behaviour, of what 'we need to be' for that pupil in that moment and this can help us make informed decisions about the best strategies to apply.
11. The effective solution is to implement staff developed behaviour support plans drawn from functional behaviour assessments, conducted by staff paving the way for multi-element interventions which are staff executed by:
 - Identifying key behaviours which have the most impact, remembering to identify the behaviour and not labelling the child.
 - Give each behaviour an impact score in relation to how much the behaviour prevents the child from learning or from the teacher teaching (the child or other children) Frequency should be scored 1=only occasionally, 3=more than once a day. Add these together for the impact score. Identify the behaviours with the highest score. If there are many behaviours with high scores, prioritise the top 6 most unsafe/impactful behaviours.
 - Agree strategies after behaviours have been prioritised and discuss what works to de-escalate and who works well with the child, considering therapeutic lenses. The solution is not looking at what the child needs to change or should be doing, but rather to look at what we, the adults need to change or should be doing.
 - Give it a go! Execute strategies with assertion and confidence to deliver a strong message of being an adult who is a calm presence. Thinking on your feet is the process that allows us to reshape the situation while it is unfolding. You may try a strategy and notice a particularly strong response from a child and change tact.
 - Review strategies as part of a team. Perseverance and open reflection are important so that you don't give up too quickly on strategies that may prove effective. Review the behaviour audit sheet to look for patterns or change in behaviour. Amend and communicate any reviewed strategies or changes.

Behaviour as a form of communication

12. Behaviours which challenge must be viewed as communication of an emotional need. Acknowledging the behaviour as a communication or an attachment behaviour means we can really consider the best possible way to support the pupil in that moment and remain connected to them, so we are available to support recovery after the behaviour has passed.
13. At our school we accept and understand behaviour as a learning process. Pupils will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment.
14. At our school staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the pupils so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (this is known as co-regulation). We know that this is the best way to respond to pupil's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction' i.e. a dysregulated child must be calm before they can accept and respond appropriately to consequences for their words or actions.
15. For all behaviours it is important that safety comes first. We must consider how dysregulated a child is and what we need to do to maintain safety. We must regulate a child, before we can relate and connect with them. Then we must connect with them to show they have empathetic support before we can expect to reason with them. The actions needed to take to ensure safety will be identified in the child's behaviour support plan and/or risk assessment.
16. Staff need to act to deescalate dangerous behaviours as quickly as possible and are aware that their relationships with all pupils are key to keeping everyone in the dynamic safe.

Our general responses to mistakes and incidents

17. Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges or freedoms, and they also focus on the need to take responsibility for finding a constructive way forward for all concerned. For a minor incident of anti-social behaviour, for example, this might mean a sincere apology followed by an act of kindness. Such approaches encourage the pupils of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

In using this process at our school, we use four questions

18. These are: (see Appendix Two)
 - *What happened?* (Additional questions: What happened to you? What did they say to you? How did they say it? Were they shouting?)
 - *What were you thinking or feeling?*
 - *Who has been hurt?* (Could re-phrase according to age and need: Who got hurt? Who became upset? Who was angry?)

- *What can we do to make it right?* (Additional questions: What should happen next? Would you like some help?)

19. These questions will be asked in retrospect - after those involved are regulated - which may be soon after the incident, later the same day or next day, depending on the age and needs of the child(ren) concerned. It is important that all children involved in an anti-social or dangerous behaviour incident are asked these questions and listen to each other's responses. Using this approach, pupils have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action. Where possible, a logical consequence (natural reparation) is used e.g. clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used. At our school, the staff work with pupils to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Using logical consequences

20. Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school should always have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual. It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences

21. These are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- increased staff ratio
- change of school day / timetable
- alternative arrangements for access to outside space
- positive play at lunchtimes
- adult supported playtime
- pupils to be escorted in social situations
- differentiated teaching space
- planning and dynamic assessment of potential risks
- explicit teaching of self-regulation techniques (co-regulation may be required at first)

Educational consequences

22. At our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time through better understanding.

Examples include:

- ensuring the child or young person completes the task they have not completed (in the time given) or disrupted (this is likely to be at playtime or for up to 15 minutes of lunchtime)
 - rehearsing / modelling situations through intentional teaching of prosocial behaviour
 - ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
 - intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours through collaborative play and social stories
 - providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships
23. If the behaviour is serious e.g. physical or persistent, a suspension (fixed-term exclusion) may be issued at the discretion of the Headteacher. Parents will be contacted in the first instance and a meeting arranged with the child before they return to school.
24. Staff should also be mindful of safeguarding concerns, and report this to the Designated Safeguarding Lead in line with the schools Safeguarding and Child Protection policy
25. Determining which stage the incident of poor behaviour falls into will be decided on a case by case basis by the respective member of staff with regard to the impact on perceived fairness.
26. Please see Appendix One for behaviour stages and consequences. The behaviours listed are not definitive nor exhaustive lists.

Zones of Regulation

27. The Zones of Regulation develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This provides us with a way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. We encourage all staff to respond in a way that focuses on the feelings and emotions that might drive certain behaviours rather than the behaviour itself.

ZONES OF REGULATION

 REST AREA	 GO	 SLOW	 STOP
BLUE ZONE <small>Low State of Alertness</small>	GREEN ZONE <small>Ideal State of Alertness</small>	YELLOW ZONE <small>Heightened State of Alertness</small>	RED ZONE <small>Extremely Heightened State of Alertness</small>
<ul style="list-style-type: none"> Bored Tired Sad Disappointed Sick Depressed Shy 	<ul style="list-style-type: none"> Happy Positive Thankful Proud Calm Content Ready to Learn 	<ul style="list-style-type: none"> Excited Silly Annoyed Worried Embarrassed Confused Nervous 	<ul style="list-style-type: none"> Upset Angry Aggressive Mad Elated Terrified Out of Control

How can you help yourself?

The BLUE zone 	The GREEN zone 	The YELLOW zone 	The RED zone 
How might you feel? sad tired bored moving slowly	How might you feel? happy okay focussed ready to learn	How might you feel? nervous confused silly not ready to learn	How might you feel? angry frustrated scared out of control
What might help you? Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	What might help you? The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	What might help you? Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	What might help you? Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

28. Once we understand our feelings and zones, we can learn to use tools and strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of the Zones of Regulation helps make the complex skill of regulation more concrete for pupils and those who support them.

29. In each classroom the Zones of Regulation are visible and used to encourage the pupils to think about where they are at and how they are feeling.

Behaviour as a special educational need

30. Behaviour should be considered within the context of social, emotional and mental health needs of each child. Our approach is that all children receive what they need rather than receiving the same. We can further support pupils, where necessary by using different tools and resources that are best suited to their needs.
31. Equity = equality. Equality is treating everyone the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help. Equity is giving everyone what they need to achieve success.

ELSA

32. Pupils who present with additional social or emotional learning needs can be referred to our two ELSA trained members of staff who will follow a programme best suited to the needs of the pupil. This is delivered in a variety of ways, for example, social stories, puppets or books and is reviewed on an individual basis dependent on the pupil. There is a designated area in school called the Nest where these sessions take place.

Personalised plans

33. Pupils who require additional support with behaviour have an Education ISP (individual support plan). This sets out the behaviours that are of concern and proactive strategies and ways to deal with behaviours along with strategies that we know specifically work for that pupil. Some pupils may have a designated 'safe space' that they can go to when their emotions are heightened, and they do not feel ready to learn. Education ISPs for our top tier children are shared with parents where necessary. If a pupil is a boarder, they will have each have an Individual Support Plan (ISP).

Positive behaviour

34. Pupils who display positive behaviour are celebrated in different ways and this is communicated to the pupil, so they know why they have been celebrated.
 - Star of the week in celebration assembly with parents
 - Positive postcards
 - House points each week and every half term
 - Class Charts points
 - Emails home to parents
 - Head teacher or Principal commendations
 - Other rewards as appropriate

Class Charts

35. All unexpected behaviours must be logged on Class charts to ensure we monitor and have information to support further intervention if required.

Responsibilities, monitoring and evaluation

36. All staff:

- Will be positive role models
- Will apply this policy in conjunction with the Staff Code of Conduct and Safeguarding and Child Protection policy
- Will apply recommended tools, strategies and language appropriate to the needs of each pupil
- Are responsible for the timely recording and reporting of behaviours through SIMs and MyConcern (where necessary)

Appendices

Appendix One

37. Behaviour Stages and Consequences

38. The examples of behaviour given in the table below are not definitive nor exhaustive lists.

Stage and consequence	Examples of behaviour	Possible actions	Referral
Stage 1 Initial recognition – at the first sign of unwanted behaviour	Low level unexpected behaviour which does not reflect the school’s vision or values <ul style="list-style-type: none"> • Fiddling • Talking whilst teacher or other pupils are • Calling out • Out of seat within classroom without permission • Making inappropriate noises • Off task behaviour • Not caring for school property • Not fully engaging with learning • A harmful comment about another pupil • Not following or obeying instructions 	A look, comment, gesture or other nonverbal cue. Record as necessary and report to parents at staff member’s discretion	Teachers TAs
Stage 2 Verbal warning including a reminder about living the school’s values	Failure to stop following warnings outlined in stage 1 <ul style="list-style-type: none"> • Minor distraction • Using equipment inappropriately • Potential risky behaviour, such as not following health and safety 	Restorative approach: Four questions Verbal warning and a reminder that a	Teachers TAs

	<p>instructions of a lesson which interrupt learning</p> <ul style="list-style-type: none"> • Rough play, or actions within play, that could harm others 	<p>consequence will be given if the misbehaviour continues.</p> <p>Record details on Class Charts</p> <p>Report to parents at staff member's discretion</p>	
<p>Stage 3 Missed playtime(s) and/or lunchtime(s)</p>	<p>Mid-level unexpected behaviour Repeated, persistent or continued Stage 1 or 2 behaviours</p> <ul style="list-style-type: none"> • Failure to stop following warnings outlined in stages 1 and 2 • Repeated or continued disruption to the learning of other pupils • Potentially dangerous behaviour • Verbal abuse • Physically pushing • Inappropriate use of technology • Inappropriate use of social media • Unkindness towards others such as not letting others join in games 	<p>Restorative approach: Four questions</p> <p>Lose time at break / lunch time (amount at teacher's discretion)</p> <p>Teacher to inform parents in the case of verbal abuse or children being intentionally hurt</p> <p>Record details on Class Charts</p>	<p>TAs Teacher Leadership team at Primary</p>
<p>Stage 4 Reflection time</p>	<p>Mid-level unexpected behaviour Repeated, persistent or continued Stage 1, 2 or 3 behaviours</p> <ul style="list-style-type: none"> • Failure to stop following warnings outlined in stages 1, 2 or 3 <p>Serious, repeated or continued disruption to the learning of other pupils</p> <ul style="list-style-type: none"> • Serious verbal abuse • Aggressive physical behaviour • Intentionally physically hurting another pupil • Fighting • Defiance • Swearing • Being disrespectful to staff • Theft / stealing • Bullying • Vandalism or graffiti • Destruction of property • Violent conduct • Deliberately isolating another pupil • Racist remarks, actions or incidents 	<p>Restorative approach: Four questions</p> <p>Inform parents</p> <p>Loss of playtime(s) and/or lunchtime(s)</p> <p>Education ISP implemented as required</p> <p>Record details on Class Charts</p>	<p>Teacher Leadership team at Primary</p>

	<ul style="list-style-type: none"> • Sexual, sexist, homophobic or misogynistic remarks, actions or incidents • Anti-religious comments 		
<p>Stage 5 Internal exclusion</p>	<p>High level poor behaviour Repeated, persistent or continued Stage 1, 2, 3 or 4 behaviours</p> <ul style="list-style-type: none"> • Failure to stop following warnings outlined in stages 1, 2, 3 or 4 • Physical assault • Possession of banned items including vapes, cigarettes, lighters or matches. • Smoking or vaping • Truancy from school 	<p>Restorative approach: Four questions</p> <p>Reflection tasks to be completed</p> <p>Assistant Headteacher or Headteacher to contact parents</p> <p>Education ISP to be implemented</p> <p>Record details on Class Charts</p>	<p>Leadership team</p>
<p>Stage 6 Fixed Term Exclusion (suspension)</p>	<p>Very high-level unexpected behaviour Repeated, persistent or continued Stage 1, 2, 3, 4 or 5 behaviours</p> <ul style="list-style-type: none"> • Failure to stop following warnings outlined in stages 1, 2, 3, 4 or 5 • Serious physical assault • Physical assault against an adult • Bringing a knife, offensive weapon or other weapon into school • Taking or being under the influence of drugs • Any instance, or persistent instances of unexpected behaviour, which represent a serious breach or persistent breaches of the school's behaviour policy 	<p>Education ISP to be reviewed Fixed Term Exclusion</p> <p>Record details on Class Charts</p> <p>Reintegration meeting</p> <p>Letter to parents</p> <p>Headteacher will liaise with Principal</p>	<p>Leadership team See DFE Exclusions guidance See Suspensions and Exclusions policy</p>
<p>Stage 7 Permanent exclusion</p>	<p>Extremely high-level unexpected behaviour Repeated, persistent or continued Stage 1, 2, 3, 4, 5 or 6 behaviours</p> <ul style="list-style-type: none"> • Failure to stop following warnings outlined in stages 1, 2, 3, 4, 5 or 6 • Serious physical assault against an adult • Bringing a knife, offensive weapon or other weapon into school with the intent to cause harm • Threatening or harmful behaviour with a knife, sharp bladed object, offensive weapon or weapon into school 	<p>Permanent Exclusion</p> <p>Record details on Class Charts</p> <p>Record details on exclusion log</p> <p>Headteacher to discuss with parents and child</p>	<p>Principal See DFE Exclusions guidance See Suspensions and Exclusions policy</p>

	<ul style="list-style-type: none"> • An intent to supply, assistance with supply, arranging to supply, or being in possession of drugs • Any instance or persistent instances which represent a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. 	<p>Letter to parents</p> <p>Headteacher to triage with Principal and Chair of Governors</p>	
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Appendix two

39. *What Happened?*

<p>Scribbled on work</p>	<p>Pushed someone</p>	<p>Rude to someone</p>	<p>Shouted at someone</p>
<p>Threw something</p>	<div style="text-align: center;"> <p>What happened?</p> </div>		<p>Hurt someone</p>
<p>Spat at someone</p>			<p>Kicked someone</p>
<p>Hit someone</p>	<p>Ripped my work</p>	<p>Ignored someone</p>	<p>Broke something</p>




















40. What were you thinking or feeling?

sad	confused	angry	scared
frustrated	? were you thinking or		worried
hungry	feeling?		not okay
giggly	silly	distracted	tired

41. Who has been hurt?

my family	me	my teacher	another child
my friend	? has been hurt?		my TA
a group			someone else

42. **What can we do to make it right?**

 make a plan	 say	 sorry	 thinking time	 tidy	 something		
 talk to	 someone	 What	 can	 we	 do	 write	 a letter
 fix	 something	 to make	 it right?	 quiet time			