



Mary Hare Policy: SCH001

Behaviour Policy

Policy Owner: Vice Principal
(Pastoral) & Director of Residential Care

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Securing the future of deaf children and young people

Registered charity 1048386

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Introduction

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 applies to their behaviour as well. However, just as our pupils need extra help to achieve their potential, some will need additional support to bring their behaviour to an age-appropriate level. Deafness affects young people in different ways. Some might be immature; some may be harbouring anger and confusion, and some have learned inappropriate strategies in settings which were not meeting their needs. We recognise that some pupil's behaviour will not always be appropriate, and we will respond professionally and in accordance with this policy to try to close the gap. Our task, therefore, is to model good behaviour and help young people 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.

Robin Askew

September 2024

Our Aims

2. At Mary Hare, we **set our sights high** in terms of knowledge, thinking and behaviour.
3. We believe that every pupil has the right to feel safe at school and to learn and that every staff member has the right to feel safe and to be able to carry out their role effectively.
4. We take the view that good behaviour should be taught, modelled, reinforced and rewarded consistently so that pupils, staff and stakeholders understand their role in our community and are committed to invest in individual and collective success.
5. We clearly identify the expectations that staff and pupils should have of each other. We believe difference is to be celebrated and good behaviour to be the norm with pupils, parents, and staff feeling they can rely on a positive and productive atmosphere which promotes learning and personal development.
6. We have a strong emphasis on success and when challenging unexpected behaviour, we take a person-centred approach to understand the stressors and triggers that have led to an incident. We support the individuals involved to reflect on and understand the impact of their behaviour, using the Ready, Respectful, Safe and Successful framework and using appropriate restorative action, when necessary, with consequences implemented being natural or linked to the behaviour.
7. We adopt a non-confrontational approach when issues arise and apply our rules and boundaries firmly and fairly in a consistent manner across the whole school creating a predictable environment.
8. We aspire to have a policy that is reflective of the organisation as a whole.

Responsibilities

9. This is a whole organisation positive behaviour management approach which aims to foster a sense of community and shared values, to be followed by all staff, pupils and stakeholders. To ensure success of this policy, we encourage everyone to work towards our aims:

Staff:

10. Will:

- Promote the values of Ready, Respectful, Safe and Successful in our shared language across the school, display in all classrooms, show through assemblies, within verbal and written feedback, and in other interactions between all stakeholders.
- Be positive role models and follow the staff code of conduct
- Commit to 'catch pupils being good' as often as possible and reinforce this through non-verbal and verbal acknowledgement
- Where pupils are boarders, ensure consistent expectations of behaviour within a group living residential environment. These are explained in the House Handbooks.
- Liaise with parents about matters which affect their child's wellbeing, progress and behaviour keeping them well informed and having meetings when necessary. In school, form tutors and then HoY will be a parent's key point of contact, but subject staff should engage where opportunity arises. In residential care, this will be Key worker, Team leaders and Senior Team Leaders.
- Be curious to understand the pupils' individual behaviours, how they communicate adapting our approach accordingly to meet individual needs in child centred approach.
- Use positive behaviour management strategies to encourage expected behaviour, providing opportunities for pupils to take an increased responsibility for their own learning and conduct in both the school and residential care environment.
- Follow the structure of the behaviour policy, engaging with pupils to reflect on incidents which fall outside of our expectations, allow opportunities for restorative action and applying fair and consistent consequences, with escalation when appropriate. Take into account the identified needs of pupils in all circumstances
- Demonstrate clearly what strategies have been undertaken at the point of escalation to show a clear path of engagement with pupil behaviour
- Use ClassCharts and key systems to record all incidents of behaviour, including positive.
- Publicly praise pupils for positive behaviours, using the school reward system. Give consequences privately ensuring they are linked to the unexpected behaviour.
- Proactively liaise with other colleagues if they have concerns about pupil behaviour following the appropriate hierarchy when necessary. Form tutors will take a key role in monitoring behaviour of their tutees and should be informed of any issues. They will liaise with HOY. Subject teachers should also liaise with HoD/HoF and Residential Care House leadership will be included in communications.
- Residential Care House leadership will proactively liaise with HOY and form tutors where they have concerns about behaviour outside of school hours and within the care environment.

- Take into consideration support for additional needs and where it can affect behaviour, this also includes all staff having deaf awareness training with communication adapted accordingly to individual needs.
- All follow our positive behaviour approach this creates a safe, emotionally predictable low stress environment allowing our pupils to flourish.

Pupils will be:

11. Ready

- Arrive on time to registration, to all lessons and any appointments
- Have all the correct equipment you need to support learning
- Take a responsible role in learning and the wider school community
- Wear your school uniform with pride and follow the dress code in the 6th form
- Always respect your house and other boarders and care for and keep clean and tidy your personal space and communal areas.
- Follow the routines and expectations of the residential house

12. Respectful

- Treat others with kindness
- Come to school appropriately dressed
- Maintain and take pride in the school and boarding environment – care for the place where you live and work
- Promote the school's good reputation in the wider community by showing our values
- Listen to others
- Allow others to learn

13. Safe

- Show consideration for others
- Move calmly around and within school buildings
- Support others to be able to use computers and phones appropriately and keep yourself safe online
- Always follow the instructions of staff
- Be where you are expected to be
- Report if you think someone is putting themselves in an unsafe situation

14. Successful

- Give your best in all situations
- Take up opportunities for personal and growth and learning
- Maintain a growth mindset – believe that your skills and abilities can grow and change
- Take responsibility for your actions and understand the consequences of them
- Work to the best of your ability in all lessons

Parents:

15. Will:

- Support the school's behaviour policy and its related documents
- Agree to the Home School agreement when their child is admitted to school
- Communicate with school and residential house and attend meetings when requested
- Reflect with their child at home and support discussions around behaviour that has been shown at school
- Attend meetings when requested, where possible in person

Principal, Senior Leadership Team and Governors:

16. Will:

- Lead a positive school ethos by having clear policies and a staff code of conduct
- Ensure that staff are fully supported with implementing the behaviour policy
- Ensure there is a good program of staff training, including induction for new staff
- Record and monitor incidents of a serious nature, taking steps to ensure that they do not re-occur
- Regularly monitor and review behaviour throughout the school and analyse the impact of consequences
- Review annually the statement of behavioural principles.

Rewards

17. The school community recognises and rewards positive behaviour in the following ways:

- Verbal praise given to the pupil privately and publicly taking into consideration how the pupil likes to receive praise
- House points awarded for good work and for upholding the school ethos
- Certificates for KS3 at milestone marks (50 given by HOY, 100 Given by VP Pastoral)
- Written praise to the tutor, HOD, HOF, HOY, Key worker, Team Leader, Principal, Parents
- Congratulatory messages in Hare Mail
- Displays of work throughout the school
- KS3 Awards ceremony
- Set your sights high assemblies
- Principal Commendation
- Faculty Letters/Cards home in praise week (once a term)
- Stars of the Week
- Non uniform day for KS4/5 pupils reaching milestones in house points
- House points (collected on Classcharts) result in a whole-house prize at end of year (trip or other)

- Faculty tie in recognition of significant contribution to school
- Competitions that award points to the House Cup
- Additional recreational trips at evenings and weekends
- Other privileges may be awarded as appropriate

Additional Sixth Form Recognition

18.

- 'Star of the week' for actions over and above what is normally expected from a pupil
- Sixth Form Pizza evening for 95%+ attendance
- Trips out
- Speech Day Awards

Managing Behaviour

19. We encourage all members of staff to try to resolve behaviour issues using a positive behaviour management strategy such as:

- Use of gesture, non-verbal cues, and expressions
- Encouraging reflection of behaviour using RRSS ethos
- Quiet private talk away from peers to establish the following:
 - To find out if there are any impacting issues and attempt to rectify
 - Reminder of next steps if behaviour continues
 - To allow pupils a chance to amend behaviour
 - To privately discuss/remove any property which may be a cause of the behaviour
- Calmly directing the pupil from the situation (maybe a change of seat in a classroom or into department or faculty parking system for cooling off period).

20. To avoid confrontation, in certain cases pupils may be given a 'Time Out Card' to leave the situation and to seek the support of an identified member of staff who is aware that this may be used. This is likely to be with the Pastoral Behavioural Support Officer. Pupils and staff must always return to complete discussion, reflection, and restorative action.

21. Whilst physical intervention is used as a last resort and to maintain safety for the individual and others. (See the physical intervention policy for further information)

Table of Consequences

22. We recognise that there are occasions when consequences need to be implemented to reinforce our expectations of positive behaviour. These will be used in a reasonable and proportionate way. In all situations the school staff will deal with the incident in a manner and style appropriate to the level of misbehaviour and pupil need, involving more senior staff when appropriate.

23. This system is used consistently and fairly across the school and care and does not replace the use of restorative work, which should be completed in conjunction with the sanction or completed in a timely manner. This could include targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
24. An escalation to the next level of staff involvement should happen when measures have been taken to try to improve the behaviour, and in many cases using a rule of three
25. **The list of behaviours and appropriate responses is not exhaustive and is intended to provide guidance to staff on how to respond to behaviour in a consistent manner, while still recognising that different approaches, such as restorative practices, may be more appropriate when dealing with certain behaviours, and that pupils with additional needs may need to be treated in different ways.**

Behaviour	Staff involved	Consequence
Late to form time or lesson time	Form tutor/teacher then HoD/HoF/HoY	3 incidents of lateness results in detention with relevant staff member. Persistent lateness to be escalated to HoD/HoF/HoY as appropriate, for report.
Incorrect uniform (no note)	House and form tutor check in morning, then all staff	3 incidents of incorrect uniform result in detention. Persistent incorrect uniform in school day should result in Form tutor report and may escalate to further consequence.
Misuse of phone in school or house	House leadership and form tutor, all staff	Phone to be confiscated for agreed period of time, refusal to hand phone in results in detention with relevant staff member.
Not completing prep	Teacher then HoD/HoF then HoY	Offer chance to complete, then detention. Persistent non completion refer to HoD/HoF for detention and report. Tutors informed. HoY to be involved if reported in multiple subjects.
Misuse of technology	All staff then HoY / House Leadership	3-day removal from technology, detention or loss of time in care for reflective work.
Not attending break or lunch time detention	Teacher then HoD/HoF/HoY	After school detention (HoF if not attended a teacher or HoD detention,

		HoY if not attended a form tutor detention)
Lack of Respect, failure to work to acceptable standards, uncooperative behaviour, disrupting behaviour of others	All staff, then HoD/HoF then HoY in school or Team Leader / House leadership	Verbal warning, parking, detention. Persistent problems may lead to Report or internal/external exclusion (reflection period)
Truancing	All staff then HoF then HoY	Detention with class teacher, more serious sanction such as internal exclusion or SLT detention if repeated.
Swearing at staff	All staff then HoY / House leadership	Internal or external exclusion as appropriate, meeting with parents.
Bullying	All staff then HoY / House leadership	Sanction as appropriate (see antibullying policy)
Smoking or vaping	All staff then HoY / House leadership	Depending on context – SLT detention, internal exclusion or fixed term exclusion
Not getting report signed or not meeting expectations on report	All staff	The staff member who has placed the pupil on report should give a break or lunchtime detention. Persistent failure to meet expectations whilst on report could lead to more serious consequences such as internal exclusion
Achieving large numbers of unexpected behavioural points in a term	HoY then SLT	HoY report, SLT Detention or Internal exclusion. If these have already been given, next steps to be determined
Receiving more than 2 internal exclusions in a term	HoY then SLT	SLT Detention and SLT report
Incident involving substance or alcohol misuse	HoY and House leadership then SLT then Principal	Internal or external exclusion (fixed or permanent)
Physical aggression	HoY and House leadership then SLT then Principal	Internal or external exclusion (fixed or permanent)
Damage to school / house equipment or property	HoY and House Leadership then SLT then Principal	Internal or external exclusion (fixed or permanent)
Theft	HoY and House leadership then SLT then Principal	Internal or external exclusion (fixed or permanent)
Racist or homophobic incidents	HoY and House leadership then SLT then Principal	Internal or external exclusion (fixed or permanent)
Criminal acts	HoY and House Leadership then SLT then Principal	May result in permanent exclusion
Extremely serious offences or those that form a sustained	HoY and House Leadership then SLT then Principal	May result in permanent exclusion

pattern of disruption and defiance		
Misuse of fire alarms/equipment	HoY and House Leadership then SLT then Principal	1st offence - warning, reflective working and apology to those impacted - parents notified and charge if for example fire extinguishers discharged. 2nd/repeated offence - internal exclusion if during school day and house reporting /gating sanction escalating to exclusion at home
Not adhering to bedtime and settling routines	House Staff then House Leadership	Case dependant – withdrawal of privileges if necessary
Bringing substances onto site (illegal)	HoY and House Leadership then SLT then Principal	Internal or external exclusion
Ordering unapproved food deliveries	House Staff then House Leadership	Confiscation of items. Parents informed.
going offsite without permission	HoY and House Leadership then SLT then Principal	Exclusion to allow meeting with parents and risk assessment

26. Restorative/reflective work must be carried out in conjunction with all consequences.

27. Parents should always be informed by the most member of staff dealing with the behaviour as soon as is reasonably possible.

Serious Incidents

28. The following incidents should be immediately escalated to the Director / Head of Residential Care or Heads of Year who will decide on next steps with SLT:

- Any safeguarding incident involving bullying/sex/drugs/alcohol/pornographic images/images of extreme violence/being in bedroom which is forbidden/out of bounds/possession of weapons etc.
- Physically hurting someone/fighting
- Theft
- Discriminatory behaviour
- Foul, offensive or racist language which is used in a threatening or deliberately abusive manner
- Malicious Allegations
- Inappropriately setting off fire alarms of fire extinguishers
- Fireworks
- Vandalism
- Smoking/Vaping (context dependant)

29. **NB: Any safeguarding disclosure must be reported to the Designated Safeguarding Lead. This and all other safeguarding concerns should be recorded on MyConcern.**

Exclusions & Suspensions

Internal Exclusion

30. We are committed to inclusion of all and to preventing exclusion. A period of internal exclusion as a consequence may be given for more serious or persistent poor behaviours. This means they are supervised in a room, given work to do, and given the opportunity to reflect on their behaviour. When this happens pupils also receive shorter breaks and lunches than the rest of the school and at slightly different times. The decision to place a pupil in internal exclusion will be made by the HoY in conjunction with SLT. If a pupil needs to be removed from a lesson due to behavioural issues the member of staff can contact our Pastoral & Behavioural Support Officer who will come and see the pupil and remove if necessary. If a pupil needs a brief time out of class, staff should employ a parking system within the faculty or contact Pastoral & Behavioural Support Officer. If internally excluded a pupil will spend the day in our internal room with a member of staff who will supervise them during break and lunch, these will be shorter and at different times to the main school. Parents will be informed by HoY. Pupils will be on report for HoY for a week following an internal exclusion.

Repeated Exclusions

31. Pupils who have more than 2 separate internal exclusions within a term will be invited to attend a meeting with their parents and SLT where further support and measures will be discussed, failure to respond could result in an external exclusion.

Suspension / Permanent Exclusions

32. The Principal will make decisions regarding suspensions (previously known as fixed term exclusions) and permanent exclusions. Parents will be informed by the Principal of such decisions. A readmittance meeting will be arranged for pupils returning from suspensions and will involve parents, the pupil and a member of the Senior Leadership Team.
33. Parents have the right to make representations to the Governing Body when a decision to suspend or permanently exclude a pupil is made but the Governing Body is not required to meet in all cases. If a pupil is suspended for more than 15 days in a single term or if a pupil is permanently excluded the Governing Board's Disciplinary Committee must meet to consider whether to direct or decline to reinstate the pupil.

Pupil Support

34. Some of the ways that we might support developing positive behaviour include:
- Regular communication with parents and carers

- Time out card
- Report cards (see appendix 3)
- Restorative meetings
- TAC meetings
- Individual Support Plan ISP (to be written with pupil and key staff)
- Mentoring
- Referrals to wellbeing team
- Referrals to outside agencies for support and guidance, for example CAMHS
- Readmittance meetings which take place after a fixed term exclusion, aimed at preventing further exclusion
- School contract
- Other interventions
- Reviewing data behaviour each half term

Linked Documents

35. This policy should be read in conjunction with:

- Behaviour Statement
- Anti Bullying Policy
- Physical Intervention Policy
- Safeguarding and Child Protection Policy (child on child abuse is detailed within this policy)
- Staff Code of Conduct
- Physical intervention Policy

Appendices

Appendix 1: Using Ready, Respectful, Safe and Successful

36. As this is a School-Wide Positive Behaviour Policy, we are careful to remind staff and pupils to remain Ready, Respectful, Safe and Successful on a regular basis. As well as the introduction of bold signage, Teachers are encouraged to discuss behaviour, using these words and the school ethos: Set Your Sights High.
37. By having a clear shared language around behaviour, we are able to approach sometimes emotive situations, from a rational point of view. Here are some examples for the positive use of Ready, Respectful, Safe and Successful:

Ready:

“I can see Ellie is ready to start the lesson, thank you Marcus for being ready too...”

“I respect the way that you are ready to take responsibility for this situation, how can I support you?”

“Thank you everyone for arriving on time, it shows me that you are all ready to learn”

Respectful:

“It’s great to see the whole class looking smart in school uniform, it really shows a sense of pride in our school and respect for ourselves and each other.”

“Let’s remember to be respectful when others are reading aloud, follow the text and try to listen”

“Thank you for putting your litter in the bin, Michael – it shows respect for our school and everyone in it.”

Safe:

“Thank you for being safe and walking across the playground to lunch”

“Could help me move these bags to make the corridor safe?”

“I’ve had a report that you were chatting to strangers online, you know that we need to keep ourselves safe”

Successful:

“Completing your prep means you receive feedback, which will help you become more successful.”

“Supporting your peers to be successful in the cross country showed excellent team spirit and reflects well in your success.”

“Being ready, respectful and safe will help you on the road to success.”

Appendix 2: Restorative Questions

38. There are many restorative scripts that can be useful to ensure that everyone involved in an incident is heard. Broadly speaking, a restorative meeting follows four phases:

1. Reflect on the incident:

- What happened?
- What were you thinking of at the time?
- What were you trying to achieve?
- What choice did you make?
- Was it the right thing or the wrong thing to do?
- Was it fair or unfair?

2. Reflect on those affected

- Who do you think has been affected by what you did and in what way?
- Who’s been upset by this?
- How do you think that person is feeling?
- Who’s been affected?

3. Reflect post-event

- What have you thought about since?
- What choice could you have made?
- How would you advise a friend in this situation?
- What exactly are you sorry for?

4. Reflect on future action
 - What might you do differently next time?
 - How can we move forward?
 - How can we do things differently in future?
 - What needs to happen to put things right?
 - How can you put this right?
 - What do need to do to make things right?
 - How can we make sure this doesn't happen again?
 - What can I do to help you?

Appendix 3: Report cards

39. We operate a system of report cards for pupils who are experiencing challenges with their behaviour, or who have returned from a fixed term exclusion. This is a supportive measure and a way of working in partnership with pupils and parents. It allows close monitoring on a daily basis.
40. Form tutor report card (Yellow) – used for low level incidents such as punctuality, uniform, a persistent low level behavioural issue. Should be issued by the tutor after discussion with HoY
41. HoF – within subject (Pink) – used for pupils where monitoring is required in a subject or faculty area, in consultation with HoY
42. HoY report card (Green) – For pupils with a number of behavioural concerns or following internal exclusion
43. SLT – pupils that have had 2 internal exclusions in a term or return from external exclusions will be placed on SLT report for a week, if positive behaviour reported, drop to HOY/form tutor report.
44. Pupils should be on report for a further week. Parents should be notified, and reports shared. There should be a maximum of 3 targets on the report card to help focus on behaviour, attitude and progress. These may be used as part of a behaviour support plan.