



## BEHAVIOUR AND DISCIPLINE AT CHALK HILL

These local procedure come under the SENDAT Behaviour and Discipline Policy.

### Context

Chalk Hill is an AP Academy for boys aged between 8 and 14 who have been permanently excluded or are at risk of permanent exclusion from mainstream schools. We believe that with the right support for their Social, Emotional and/or Mental Health needs, these children and young people can learn to change their behaviour, re-engage positively with learning and prepare for life as a successful learner, employee and citizen.

Most of our students have experienced difficulty, disturbance or trauma in their childhood. We believe that no young person should be defined by their past, but that with courage and commitment they can transform their future.

We aim to provide a caring, supportive and challenging learning environment in which students will overcome their barriers to learning, reintegrate successfully into their local mainstream schools or another appropriate education provider, and into the community.

This is brought about by:

1. An accelerated, targeted individual education plan
2. Targeted intervention and support to address each child's specific Social, Emotional and Mental Health Needs
3. Access to a broad and balanced school curriculum
4. 24 hour support Monday morning to Friday afternoon in the case of boarders
5. Close liaison and positive support work with parents and carers
6. Close working with external agencies such as Social Services, Educational Psychologists, Child and Adolescent Mental Health Services, Youth Offending and Suffolk County Council Children and Young People's Services
7. Supported transition to the next school or learning provider

Boarding places will be offered to children designated as having Social, Emotional and Mental Health Needs whose life at home and/or in the community impact adversely upon their engagement with education.

### Strategies

As well as operating a clear system of rules, rewards and consequences, Chalk Hill employs strategies for managing challenging behaviour and displays of anger based on understanding of, and training in, the cycle of acting-out behaviour (Colvin and Scott 2015). This defines seven phases of behaviour: 1. Calm, 2. Triggers, 3. Agitation, 4. Acceleration, 5. Peak, 6. De-escalation, and 7. Recovery.

Every class teacher is expected to draw up and review regularly a class Behaviour Management and Teaching Plan, consisting of personalised approaches for each student at different stages of the cycle. Staff will use the calm phase actively to teach students to reflect on their behaviour, recognise their triggers and regulate their responses. The plan will describe key areas of learning in relation to behaviour, and the most effective strategies to employ with each individual student at the other stages of the cycle.

Wherever possible Chalk Hill will seek a restorative approach to all incidents. This process does not assign blame but encourages children to look at their own and others behaviours with a view to providing a positive outcome for all involved. Children are asked to be accountable and reflective using the following questions:

- What happened
- How they felt at the time
- Who was affected by what happened
- What needs to be done to put things right
- What could be done differently in future

### **Expectations and Responses**

Chalk Hill has an agreed set of Rules, Rewards and Consequences, which have been devised in consultation with staff and students, and are attached as an appendix to this policy, along with more detailed guidance notes for staff. Staff are expected to apply these consistently, and to use the agreed language and terminology. The term “Consequence” is preferred to “sanction” or “punishment”, as it makes explicit that we are teaching our students that the relationship between behaviour and the effects of behaviour is one of cause and effect.

**“Treat everyone as you would like to be treated”**

## **Rules**

- **Follow instructions from all staff**
- **Allow others to learn without interruption**
- **Keep hands, feet and objects to yourself**
- **Speak kindly, without swearing, shouting, name-calling or answering back**

# Rewards

## School

- Verbal praise
  - in class
  - in assembly
- Merits for very good work, effort or improvement
- Praise postcards home for:
  - 25 merits
  - outstanding work
  - outstanding improvement
  - consistent kindness, respect and politeness
- Certificates in assembly
- Personalised rewards (see Behaviour Plan)



## Residential

School staff will tell care staff how students have been during the day.

Behaviour (in school and previous evenings) will affect the activities available to students in the evening.

## Residential

- Verbal praise
  - one-to-one
  - in assembly
- Personalised rewards (see Behaviour Plan)



# Consequences

## School

- Verbal warning (“three chances”)
- 5 minutes of detention added (break, lunch or after school)
- Time out
- Communication with parent / carer



## Residential

- Verbal warning (“three chances”)
- Time out
- Reflection time



## Severe Incidents (School and Residential)

*eg. bullying (including racist and homophobic language), false fire alarm, violence, severe damage to property*

- Internal exclusion
- Exclusion



## Residential

School staff will tell residential staff how students have been during the day.

Behaviour (in school and previous evenings) will affect the activities available to students in the evening.

## Consequences – Guidance for Staff

### School

- **Verbal warning (“three chances”)**

*Staff should make it clear that they are giving a first or second or third warning.*

- **5 minutes of detention added (break, lunch or after school)**

*When a student does not comply on the third warning they lose 5 minutes of their time at the next available break or after school. It is important that all staff are seen by the boys to be responsible for behaviour in their area. To that end this consequence is specific to the classroom environment.*

- **Time out**

*This can include being removed from an activity, from a group or from the room for a short time (no more than 5 minutes).*

- **Communication with parent / carer**

*This can be a conversation with the parent with or without the student present*

### Residential

- **Verbal warning (“three chances”)**

*Staff should make it clear that they are giving a first, second or third warning.*

- **Time out**

*This can include being removed from an activity, from a group or from the room for a short time (no more than 5 minutes)*

- **Reflection**

*Boys whose behaviour warrants a longer period of time out to reflect will be expected to do so in their bedrooms or another designated area.*

### Severe Incidents (School and Residential)

- **Internal exclusion**

*This will be arranged at need subject to availability of staff and a suitable space*

- **Exclusion**

*Fixed term exclusion may be applied in cases of assault of staff or students, severe damage to property such as broken windows or vandalism of staff cars, persistent bullying, persistent and severe disruption. Students returning from exclusion will normally spend time in isolation.*

### Residential

The residential staff will use rewards and consequences in the way we could reasonably expect of a good parent. They will apply a system of rewards and consequences based on boys' behaviour during both school and out-of-school time. Information about the boys' conduct during the school day will be passed to care staff at handover:

School staff will tell residential staff how students have been during the day.

Based on this information, and on the behaviour of boarders on previous evenings, senior residential staff will decide which activities and rewards will be available to each student in the evening.

*This will be sometimes be dependent on staffing levels and assessment of risk.*

