

Inclusion, Relationships and Behaviour Policy

Central Hub Brighton

The Connected Hub and Brighton and Hove Pupil Referral Units

Approved by:

Date: December 2023

Last reviewed on:

September 2022

Next review due by:

Inclusion, Relationships and Behaviour is under review as part of the school development plan. This is an interim policy.

Note: Central Hub Brighton operates with a Management Committee as its governing body. For all references to Governing Body and Governors in this document, the duties and responsibilities will be carried out by the CHB Management Committee and its members

Rationale

Central Hub Brighton is committed to the core values of inclusion and partnership working. We have a holistic approach to education, valuing all learning in and out of the classroom. We are a trauma informed, attachment aware school, which means we focus on building positive relationships between children and staff and children with their peers.

We recognise that understanding our emotions is a key aspect of understanding and managing behaviour and to this end support our students to understand how their brain works and responds to different situations.

Through being attachment aware, we support our children and young people to both manage their behaviour and to create an environment that is conducive to learning through positive reinforcement and modelling. We encourage reflective thinking and believe that everyone can learn to self-manage/self-regulate their emotions and behaviour.

Aims and Objectives.

We are committed to the emotional mental health and well-being of our staff, pupils, and parents/carers. We work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

We aim to:

- work with each other to build and maintain positive communities within the school.
- be highly inclusive and proud of our diversity, which creates a rich, cohesive learning environment.
- create a strong foundation for all our pupils to ensure they have the tools to reach their full potential.
- encourage all our pupils to strive to enjoy their learning and achieve their full potential
- provide a wide range of pastoral, safeguarding and emotional well-being support to enable them to meet their targets.
- work restoratively to secure positive relationships with our pupils so that they able to enjoy the positive learning environment that we provide.

In order to achieve this, we expect all staff, pupils, parents and carers to commit to positive relationships at all times, and we have a range of policies, processes and procedures to support this including:

This policy links to the following other policies we hold in school:

- PSHE Policy
- Anti-bullying Policy
- Non-verbal de-escalation policy
- Equalities Policy
- Health and Safety Policy
- Safeguarding Policy
- Positive Handling Policy

- Positive Touch Policy
- E-safety policy

Roles and Responsibilities

The Management Committee

The Management Committee is responsible for reviewing and approving this and all linked policies in conjunction with the Co-Headteacher and to monitor the policy's effectiveness, holding the Co-Headteacher to account for its implementation

Co-Headteachers

It is the responsibility of the Co-Headteachers to implement this and all policies consistently throughout the school and to report to the Management Committee, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school. The Headteacher is responsible for ensuring statutory and regulatory compliance.

Staff

Teaching and support staff are responsible for setting the tone and context for positive relationships within the classroom and wider school through:

- Implementing this policy consistently
- Modelling positive and inclusive relationships
- Providing a personalised approach to the specific learning needs of students
- Recording and reporting incidents
- Creating and maintaining a stimulating environment that encourages pupils to be engaged

Central Hub Brighton is divided into 3 separate sites: Primary, based at Connaught Road , Secondary, based at Lynchet Close and The Connected Hub, a PRU solely for year 11 students based at Tilbury House.

Senior leaders on each site lead a team of teachers, teaching assistants and administrator.

We work with pupils and staff to develop positive relationships between all members of the community. Each key stage team member plays a key role helping us to 'know our children well' and to identify where pupils need support to develop their behaviour for learning and to secure the best possible outcomes with their achievement, engagement, attendance and punctuality. The differing nature of each site allows for localised relational support packages according to the age and needs of the cohort.

We embrace an ethos of high challenge and high support with all the school community. Regular contact and review enables us to build a working relationship with parents and other agencies to allow us to be 'partners in learning'.

This policy outlines the high standards and expectations of our school community. It is intended to support the aims of the school and promote a culture where pupils can realise their true potential.

Central Hub Brighton's moral code:

Our moral code is based on the principle that we value every member of the school community. Our students attend because either they have found working in large classes difficult, have not had their learning needs identified or met within the mainstream setting or are going through a difficult period in their life and need the additional support of small group learning.

Teaching and learning are our core activities and as a result we insist on a constructive partnership between staff and pupils in which both can expect courtesy and respect through a restorative approach.

We actively promote awareness of these issues through our keyworking system, curriculum, flexible learning opportunities and system of rewards and sanctions.

Each site/key stage has developed its own age appropriate rules, routines and monitoring systems designed to support the needs of the cohort they work with.

Expectations:

Caring for people

We expect all pupils to respect the feelings of others and to treat everyone as they would like to be treated. This not only includes other pupils and staff but also all visitors to our units.

We expect pupils to:

- be respectful to one another,
- speak calmly and courteously;
- do the simple things right – all of the time;
- arrive at school and to lessons on time and ready to learn
- work restoratively to avoid conflict and respect the rights of others to be different;
- listen to the views of others (as long as they are not of a prejudiced nature) and accept their right to hold those views;
- follow all site-specific procedures

We expect staff to:

- be positive role models for pupils and peers;
- support the school's commitment to equity, equality and diversity, and encourage pupils to show respect for members of the community and the environment;
- speak politely and calmly and respect everyone's personal space;
- Build pupils' confidence and self-esteem through positive reinforcement
- develop positive relationships with pupils, parents and other agencies;

- treat all members of the community equally, fairly and consistently, meeting their individual needs.

We expect that parents and carers will:

- work with the school to help pupils make good decisions that impact their attendance, achievement and well-being;
- work with the school to ensure their child follows school expectations and procedures;
- encourage their child to show respect for members of the community and the environment;
- support the school in modelling polite, positive relationships;
- work in partnership with school staff to ensure that their child is able to achieve to the best of their ability.
- be good role models for other members of the community;

Caring for the building and environment

We expect all pupils to respect the school building, facilities and equipment:

- to use the bins provided for litter and look after school property.
- We expect pupils to use the allocated areas when participating in physical activities to prevent any damage to the school property.
- Pupils who do not adhere to this are expected to contribute to the cost of any damage caused to school buildings or equipment.

Caring for property

We expect all pupils to respect other people's work and property and to take pride in displays of work that are put up around the school.

- Pupils are asked to avoid bringing valuables into school.
- Money should not be left in pupils' bags.
- Pupils are asked to hand in all valuables to a member of staff and to claim them at the end of the day.

Mobile Phones

- We take no responsibility for any mobile phones which are brought into school.
- Students on the Primary and Secondary sites must hand their phones in with their coats and bags at the start of the day. They are then stored securely for the day.
- Students in KS4 can use mobile phones during lunch time and hand them back but they should use them safely – the camera function of their phone must not be used in school.
- Students at The Connected Hub are allowed to keep their phones on them but must not use them during lesson times.

The Reward System

We want our pupils to succeed and recognise that positive reinforcement and good teaching is the formula for this.

Each site operates its own reward and recognition system. Rewards points can be gained for attendance, engagement with work, positive attitude and acts of kindness and consideration. Pupils can also earn points for making progress on their own behaviour targets that have been agreed with their Tutor.

Rewards include:

- verbal praise;
- Wow notes
- letters / phone calls / postcards home to parents.
- achievements recognised in assemblies;
- Pop up rewards
- Head teacher commendations
- trips

Repair and Reflection

We recognise that there will be times when students make poor decisions in their conduct. When this happens members of staff will:

- Find out the reason for the behaviour including understanding the behaviour as a form of communication by the child
- Challenge the behaviour if appropriate
- Tell the pupil that we find the behaviour unacceptable and why
- Help the child to understand how different choices could have been made
- Adopt a restorative approach when discussing the impact of the behaviour
- Identify ways to support the pupil to avoid repeating the behaviour

Support strategies

The following strategies are used at Central Hub Brighton to promote future positive choices.

- Time out and the opportunity to make different choices/discuss and outline expectations
- Redirection meeting with student to discuss better choices
- Hierarchical internal referrals
- Expectation that work missed will be caught up
- Phone calls home to discuss behaviour with parents/carers
- Removal or isolation from group, at break/lunch or from a reward session
- If problems are between two students, or a member of staff and student, a meeting with a manager acting as mediator may be initiated with agreed outcomes, strategies and review period
- Parent/carer referral meeting – involving keyworker and/or a member of OMT
- Behaviour agreement formalised with parent/carer and student (with review and time limit)

- Extra time after school to catch up on work or reflect on actions and restore relationships
- Class or timetable changes (usually based on group dynamic difficulties)
- Short fixed term suspension (for more serious offences or repeated disruptive behaviour)
- Targeted timetable (over a short time-frame to redirect behaviour)
- 1:1 timetabled session for up to 2 weeks with review – to support the re-induction of a student
- 1:1 tuition off site or after hours for an agreed period with review
- Offsite tuition with support from other agencies/National Tutoring Programme
In school

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour is differentiated to cater to the needs of the pupil.

Suspension

Where possible we try to find alternatives to short term suspension however in some cases we may suspend a pupil for a fixed period if their conduct is dangerous to the community and warrants this sanction.

As the re-integration of a suspended pupil is an important process it is expected that parents will attend the reintegration meeting to discuss the support strategies which will be put in place with the Head of Key Stage.

Definitions of concerning behaviours

High level behaviours are defined as:

- Filming others without consent
- Assaulting a member of staff or pupil including spitting
- Threatening a member of staff or pupil
- Using an item as a weapon
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Derogatory language including racist/homophobic/trans/ableist/sexualised
- Climbing onto the roof of the building
- Spitting
- Arson
- Deliberately damaging property either directly or as a consequence of actions
- Vandalism
- Possession of prohibited items

Prohibited items include:

Alcohol

Knives and weapons

Illegal drugs

Stolen items

Tobacco and electronic cigarettes

Pornographic images

Any object a 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 possession of the object

- Absconding from site
- Repeated breaches of school rules
- Swearing at a member of staff or pupils

Low-level behaviours are defined as:

- Making noises to purposefully distract or annoy others
- Littering
- Generally disruptive behaviour
- Setting off fire alarms
- Refusing to go where asked
- Refusing to complete a piece of work

Positive Behaviour Management

In class 10-steps positive behaviour management – teacher/TA toolkit responses

1. Catch the student being good
2. Use positive cueing (praise those making positive choices)
3. Physical proximity (move amongst the group, praising on task behaviour, getting closer to off task)
4. Use questions to refocus student on the task (how's it going/do you need help etc)
5. Privately repeat direction and give time for the student to modify their behaviour
6. Redirect TA to support students learning
7. Acknowledge a situation and redirect it
8. Give a clear rule reminder
9. Give a clear choice
10. Use agreed consequences
11. Use exit strategies

Exit Strategies

- Present the exit as a choice made by the student due to non-compliance with earlier strategies
- Be calm and assertive with a clear message of student choice
- Follow up the exit with the student and help them plan better choices next time
- If possible give a timed exit so the student can come back to the lesson and experience success
- Ensure that the student has somewhere to go, something to do and someone with them

If a student will not leave, then:

1. Call for backup from another member of staff to act as intermediary
2. Allow the student to consider the consequences of non-compliance
3. If the student won't comply without putting others at risk, consider moving the rest of the class

Future considerations - Time should be taken to repair the teacher/student relationship through a meeting in order to:

- Discuss making better choices next time
- Demonstrate that no grudges are held and next time is a fresh start
- Teach new skills needed to make better choices

A neutral 3rd party may be used as an intermediary/mediator.