

HIGH CLOSE SCHOOL



Governor's Written Statement of Behaviour Principles

Under the Education and Inspections Act, 2006, the Governing Board is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils. The purpose of this statement is to give guidance to the Principal in drawing up the behaviour and discipline policy by stating the principles which governors expect to be followed. The statement is available upon request from the school and can be found on the school's website. This statement will be reviewed on a three-yearly basis, unless changes at national or local level necessitate an exceptional review. This statement is informed by our mission and value statements and those of Barnardo's:

High Close School is a non-maintained day and residential special school and is part of the Barnardo's organisation. Our designation is for students with Social, Emotional and Mental Health (SEMH) needs.

These behaviour principles are in line with our school mission:

Our Mission

**WE BELIEVE IN CHILDREN AND WORK WITH HOPE TO ENCOURAGE
YOUNG PEOPLE TO REACH THEIR FULL POTENTIAL**

We do this by:

PROVIDING a caring environment in which pupils feel safe and learn to make healthy choices about their style of life

DELIVERING a stimulating and differentiated curriculum that encourages every pupil to achieve to their highest level academically, socially and emotionally

DEVELOPING pupils' awareness of moral, social, cultural and spiritual values so that they can make a positive contribution to the community

PREPARING pupils to become independent, productive and responsible citizens

WORKING in partnership with parents, carers and other stakeholders to ensure pupils are given every opportunity to achieve their full potential

At High Close School we follow the Barnardo's Behaviour Principles

To enable staff and volunteers to effectively support children and young people to manage their behaviour, in a way that is child centred, reduces potential risk for children, young people, staff and volunteers, and which enables the organisation to deliver services safely and legally. The proactive promotion of positive behaviour is central and integral to good practice, enabling children and young people to understand and respect the needs and rights of others.

Positive behaviour management is supported by:

- Respecting and valuing the individuality of children and young people
- Encouraging children and young people to respect themselves, each other, their surroundings and property

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- Setting positive role models
- Rewarding positive behaviour through the use of praise and positive reinforcement
- Ensuring that expectations and rules are developmentally appropriate, clear and consistently applied Positive behaviour management is good practice and should underpin all work with children and young people.

Procedures are clearly set out in the High Close School Promoting Positive Behaviour and Relationships Policy. The guiding principles are to promote acceptable behaviours and enable young people to understand that all behaviours will have consequences, both positive and negative, in preparation for leaving school and their adult life. This area is particularly important for many of the young people we work with, as it is often the case that it has been their behaviour that has led to exclusion from mainstream schooling.

Everyone attending or working in this school has a right to:

- Recognition of their unique identity
- Be treated with respect and dignity
- Learn and work in a safe environment
- Be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending High Close School and their parents/carers have a right to:

- Individual consideration of their needs by the staff who have responsibility for their care and protection
- Expect staff to undertake their duties and responsibilities in accordance with the school's policies
- Be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school
- Expect a Behaviour Support Plan and individual risk assessment to be designed to achieve outcomes that reflect the best interests of the young person
- Be informed about the school's complaints procedure.

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Dealing with Safeguarding/ Child protection issues must take Priority over all other work.

If you see, hear, or are told of any issue that raises a concern about possible abuse. This is what you should do:

Respond

- Stay calm, listen to what is said, and reassure the young person.
- Do not challenge, criticise, or promise confidentiality. You should not investigate but listen and gather as much information as they want to tell you. You can ask for clarification-i.e. “what do you mean? Can you explain?”

Report

- You should verbally pass this concern on to a Designated Safeguarding Lead (DSL) as soon as possible. In their absence or out of office hours inform the Senior Leader on Call. Remember Safeguarding takes priority over all other work.

Record

- Complete the on-line CPOMS form.
- Date, sign and record who, what and when.
- Record facts and use the language the young person uses. If you add an opinion make it clear that it is your opinion. The report must be written before you leave work and directly after you have verbally handed over to the Designated Safeguarding Lead.

The Designated Safeguarding Lead will:

- Assess the issue reported.
- Identify who will be contacted if it is required for example, Social Care Referral, Parents/ Carers/ Social Workers.
- Identify any follow up work that may be required – i.e. Early Help, Keyworking, information sharing and who should do this.
- Safeguarding Young People is everyone’s responsibility.