

<b>Local Procedure Title</b>	<b>Behaviour</b>
<b>Site</b>	<b>NORTH HILL HOUSE SCHOOL</b>
<b>ECS Policy number and title</b>	<b>ECS 04 / ECS 37 (S&amp;C)</b>
<b>Local Procedure template reference</b>	<b>ECS LP:04</b>
<b>Local Procedure date</b>	July 2020
<b>Local Procedure review date</b>	July 2021
<b>Local Procedure Author(s)</b>	Executive Head Teacher
<b>Local Procedure Ratification</b>	Checked and Approved by:

<b>Index</b>
<ol style="list-style-type: none"> <li>1. What is North Hill House School?</li> <li>2. What is the aim of our behaviour local procedure?</li> <li>3. What is our definition of behaviour that challenges at North Hill House School?</li> <li>4. This is our proactive, active and reactive approach to behaviour support.</li> <li>5. This is our universal ethos to supporting behaviour across the school.</li> </ol>
<p><b>1. What is North Hill House School?</b></p> <p>North Hill House is a specialist education school that integrates a therapeutic approach to supporting our young people.</p> <p>The school's overarching aim therefore places an emphasis on developing individual's self-esteem, confidence and independence in activities of daily living. We take pride in proactively embedding considered learning opportunities to develop social, wellbeing and life skills into the whole school curriculum. We are driven to equip our young people with the purposeful strategies to manage wider societal challenges and achieve their chosen pathway post North Hill House.</p> <p>The school fosters an ethos driven by unconditional positive regard [Rogers, C], and identifying creative approaches to enable individuals to achieve the goals that are most motivating to them.</p>
<p><b>2. What is the aim of our Behaviour local procedure?</b></p> <ol style="list-style-type: none"> <li>2.1 To assist young people in the acquisition of self-regulation skills.</li> <li>2.2 To assist young people in the recognition and acceptance of natural consequences to individual contextual choices they make.</li> <li>2.3 To provide clear foundation guidance for adults at North Hill House supporting young people, to achieve the above aims.</li> </ol>
<p><b>3. What is our definition of behaviour that challenges at North Hill House School?</b></p> <p>In this context, we are referring to behaviours that adversely affect a young person's learning and safety directly or indirectly [<i>behaviours that challenge</i>].</p> <p>This includes, but is not exhaustive of <b>non-compliance, withdrawal, passive aggressive responses</b>, as well as the more explicit forms of <b>verbal and physical aggression</b>.</p>

North Hill House School recognises that each young person's individual social, emotional and academic journey may have been influenced by negative past experiences. As a result, accessing learning opportunities *today* can often be difficult and require a team of supportive adults to actively demonstrate empathy, compassion and differentiated access to 'just right,' graded challenges.

Where staff have worked with a young person as outlined in this document and concerns are escalated for the young person's safety or for peers, staff or visitors, then further actions may be required. As a last resort and in extreme cases exclusions may be required. (See Priory Policy: Exclusions ECS 37 (S&C))

#### **4. This is our proactive, active and reactive approach to behaviour support.**

We proactively. . . .

- Teach, explore and support young people to develop a level of self-awareness.
- Explore, create and access individualised supportive strategies to aid regulation.
- Teach, explore and reflect with young people the concept that 'the size of your behaviour influences the size of the *natural* consequence.'
- Role model adaptive responses to situations.
- Design mock scenarios for role play and deeper exploration.
- Provide a sensory stable environment conducive to learning.
- Provide structured tutorials with key adults.
- 'Check in' with young people every morning to start their day right.
- By being consistent in our delivery of behaviour support.

We actively . . . .

- Discuss and debate wider cause and effect scenarios.
- Differentiate social, environmental and academic challenges.
- Label feelings and emotions in the moment.
- Guide young people to access their personalised strategies.
- Consider our own responses and emotions and adapt to support the young person.

We are reactive. . . .

- By following through with our considered responses to natural consequences.
- And as a last resort may use specialist training to keep young people and others safe [Team Teach].

#### **5. This is our universal ethos to supporting behaviour across the school.**

##### **5.1 Relentlessly build mutual trust**

*We will only get out of a relationship what we are willing to put in.*

##### **5.2 Check in with young people.**

*The best approach in behaviour support is early intervention.*

##### **5.3 Recognise and respond to young people doing the right thing.**

*Nobody wants insincere praise and it can be easy to focus on young people doing the wrong thing. So, be sincere and develop the ability to recognise and respond to young people doing the right thing.*

##### **5.4 Deal with behaviour that challenges respectfully and calmly.**

*Do not publicly humiliate young people. Be aware of where we are and who is present and how everyone feels.*

- 5.5 **Directly teach and role model the adaptive responses and learning attitudes we want to see.**  
*Be proactive in communicating expectations and adapting our approaches to meet young people's individual level of understanding.*
- 5.6 **Talk about values.**  
*Always relate behaviour back to the culture we are trying to build and the values and truths we have as a school community.*
- 5.7 **Take time and show that we care.**  
*Staff who follow up on events are the ones that young people feel care about them. By checking in outside of our specified time with young people we show we care.*

**Local Procedure Review History:**

Date Reviewed	Reviewer	Summary of revisions