

THE ROSEWOOD SCHOOL

BEHAVIOUR POLICY 2017- 2018



Staff Responsible

Mr D Kirk

Policy Date –

September 2017

Review Date –

September 2018

BEHAVIOUR MANAGEMENT POLICY

(This Policy includes Pupil Disciplinary Procedures)

The management of pupil behaviour is a prime concern of our school. This management is to facilitate:-

- 1 Pupils access to the curriculum
- 2 Pupil behaviour change

The system is continually reviewed and modified. Each revision adds new impetus and purpose to staff efforts and recognises the fact that a "perfect" system is an unattainable idea. Any system is interactive involving staff, pupils and the process itself.

Current rewards and sanctions are:-

Rewards

1 Formal.

- Credits - leading to school awards.
- Curriculum merits
- Merit badges
- End of term trophies & prizes (e.g. Book and Gift tokens)

2 Informal

- Teacher praise
- Display work
- Visits out of school
- Positive marking policy
- Residentials *
- Production *

* These activities are based on risk assessment and are curricular in nature. Therefore, are not part of the Reward System.

Sanctions

1. Admonishment:
 - Staff
 - Deputy Head and Head
 - Governors
2. Credits are awarded for achievements in the lesson. Therefore, no loss of credits as a sanction.

3. Loss of privileges:
 - Break or lunch
 - After school detentions (very occasional)
 - Before school detentions
4. Logging of notifiable incidents
5. Phone call home or letters.
6. Parents invited into school and home visits made
7. Risk assessment.
8. Exclusion from class to work independently or with a member of staff, as appropriate to the individual child.
9. Exclusion from school

Operation of Pupils Management System

To operate a management system is not just to mechanically implement procedure. It presupposes aims and objectives which are to be achieved through the operation of the system. Hence:-

Value statement

We believe that our school should be a warm caring environment where active consideration is paramount.

Aims - pupil management

1. To ensure pupils have full access to their curricular entitlement.
2. To promote a whole school ethos concentrating upon positive aspects of behaviour.
3. To encourage the development of:-
 - self respect
 - respect for others
 - positive interpersonal relationships
 - respect for fabric of the school
 - accepting personal responsibility for one's actions
4. To provide consistency from lesson to lesson and between individual staff.

Bullying has been identified as the single most negative aspect of school life and with a view to reducing its incidence our policy is clear.

Bullying will never be ignored. Staff will intervene in a variety of ways, as outlined in our Anti-bullying Policy.

It is of prime importance and worth reiterating here that staff are aware that their role modelling is crucial hence:

Staff will not use physical intervention except to prevent injury to self or others, to stop damage of school property or to prevent a pupil from leaving the school premises if this is felt to be inappropriate.

School Rules

We believe that long lists of "do's and don'ts" are ineffective. School rules that have been identified as important are:

1. Treat staff and pupils with respect
2. Speak politely to staff and each other
3. Treat school equipment properly
4. Stay on task

Encouraging the behaviour we want

Our explicit reward system operates as follows:

THE REWARD SYSTEM

We have designed and printed "Rosewood Credit Booklets" which will give the system the added value in the eyes of the pupils whilst maintaining the manageability of the system.

Operation of the System

1. Form Tutor completes cover of booklet during PSE tutor time.
2. Pupil and Year Tutor jointly complete box "My target for this week is" Targets to be issued with due consideration given to behaviour profiles. The single negotiated target should be specific to that pupil. The target should be something tangible and achievable as well as being measurable and should relate to the behavioural targets and or the IEP summary.
4 credits for behaviour 3 credits for learning and 3 credits for engagement.
3. Weekly targets are recorded on the appropriate sheet.
4. Pupils can earn up to ten credits for appropriate behaviour and remaining on task. It is suggested that staff award credits on the basis 8 being a good lesson.

5. It is important to be rigorous in the awarding of credits as over generosity will devalue the whole system. To maintain consistency all staff must use the criteria in 4 & 5 above.
6. Pupils can earn up to 5 credits for being properly equipped for school with pen, pencil and ruler etc. and 5 for wearing full school uniform. These are given by Year Tutor during registration.
7. Pupils can earn 15 credits for appropriate behaviour at lunchtime. These credits are given at the discretion of the Year Tutor.
8. Staff should total credits for the lesson in the upper box and initial in the lower box.
9. At the end of each day Year Tutors shall total and record daily totals in the booklet and on the appropriate record sheets.
10. A minimum daily target must be set for each pupil. Failure to reach this target will result in automatic break time detention the following day. The target figure must be relative to our expectation of every pupil and must be achievable but at the same time appropriately challenging.
11. Staff must respect that credits are owned by pupils and can never be deducted once given.
12. Lost/destroyed booklets should be replaced without penalty to the child, but credits for previous day(s) should not be given. Strike through boxes which are not applicable.
13. Curriculum Merits should be given for particularly good performance. A record of each success slip will be kept by Year Tutors in the Tutor file.

NB Do not give merits too readily. If they are to be of any real value they must be genuinely for something special.
14. The person with the most success slips in each year group each week will be rewarded with a 'Rosy' badge and certificate presented in assembly. The latter will be sent home with a praising letter.
15. Termly prizes and trophies will be awarded to each year group on the basis of banked credits.

Key stage 4

The credit system operates in exactly the same way for Year 11 pupils but they may earn extra privileges by reaching their daily credit total targets.

Additionally staff must be aware that their relationship with each pupil is a source of reward for the child and so:-

- praise - public and private
- approving looks and non-verbal communication
- positive marking of work
- display work

are all a part of developing a child's appropriate behaviour.

Discouraging the behaviour we do not want:

Implicit on the previous section is the idea of negative reinforcement, i.e. the with-holding of rewards contingent upon undesirable behaviour.

Also we adopt:

Reparation

The ingredients of this are:-

- understanding what was wrong
- feeling sorry
- trying to make amends for what was done
- exploring strategies for better future action

Children usually like to be treated fairly and respond to this well. Reparation is not a punishment and should not be used as such.

A range of sanctions has been mentioned earlier.

Exclusions

Exclusion from school will operate in serious cases of violent, threatening or abusive behaviour, deliberate vandalism or theft or in cases where the education of other pupils is undermined in some way. Exclusion may also be used as a last resort when all other positive strategies and sanctions have failed to bring about any improvement in behaviour.

Exclusions will be fixed term exclusions of one or more days depending on the nature and severity of the incident. Parents, carers, any other involved agencies and the LEA will be informed in writing of the exclusion and the date of return to school. The aim is always to return pupils to school as soon as possible.

Parents or carers will be expected to bring the pupil back to school after a period of exclusion to discuss the incident and explore strategies to prevent any recurrence. In cases where we do not get co-operation from parents/carers the school's Education Welfare Officer will be involved. The fixed period exclusion will be considered to end on the day fixed for return by the school and subsequent days out of school will be recorded as unauthorised absences.

On return to school after an exclusion pupils will have a review session with a member school staff to review the incident that led up to the exclusion, reflect on the effects of the incident on all parties and explore alternative strategies. This will be recorded in a way appropriate to the age and ability of the pupil concerned.

WORKING WITH ROSEWOOD CHILDREN - Guidelines for staff

Working with our pupils does require additional considerations and techniques over and above what is needed in a mainstream school.

Some skills are simply good teaching practices, others need additional knowledge and experience.

This paper addresses:

1. Normal teaching situations
2. Problem situations

1. **Normal teaching**

It cannot be over-stressed that the requirements of good teaching practices are **most** important with our children. Routine and consistency give pupils a security which is calming and sets the right conditions for education. Good teaching is one of our most effective tools in preventing problems and so:

DO

Be on time for lessons

Be properly prepared

Be positive and encouraging

Be aware of different abilities

Be aware of different learning styles

Use a range of teaching styles

Provide varied and appropriate work

Stay with your groups at all times

Be confident

Insist upon good classroom routines (e.g. neat work, dated work, headings underlined etc as in guidelines)

Take control of organising the room (e.g. seating, entering and leaving etc)

Share lesson objectives with children promptly

Be clear and decisive

Be aware of the interaction within the class

Ensure challenges to your control are made explicit to pupils

Be honest - don't 'ignore' things that both you and the pupil know that you have noticed

Be reasonable

Be fair and consistent

Your attitude towards the pupils is most important. All of them are skilled in understanding minimal communication, particularly non-verbal communication, so:

DO

Be calm and assured, confident of your own ability

Be clear about what is acceptable - if you give an inch they will take a lot more than the proverbial mile

Be open

Be non-biased

Be kind to yourselves - no-one can deal with every situation

Take time to reflect

Be prepared to ask for support and advice

Allow the children room to manoeuvre - if you force them into a corner (figuratively or literally) they will fight back in one way or another.

Non-verbal behaviour is particularly important - it often conveys more than the words you are using, so:

DO

Engage in eye contact when making a point

Be aware of your own body language

Show you are listening

Adopt a calming posture in class - sitting down is good

Smile

Keep out of pupils' personal space

Use appropriate physical contact e.g. a pat on the back

Be attentive

Be aware of your non-verbal behaviour all the time

Try to see yourself as others may see you

Your verbal communication is an important tool when used well, so:

DO

Give frequent assurance and support

Acknowledge problems

Tease out difficulties with pupils - listen, reflect, paraphrase

Interpret what you feel is going on - making things explicit is a powerful de-escalating device.

2. **Problems**

Problems will always occur with our pupils. These points should be borne in mind, but remember 'prevention is better than cure' so always try to anticipate problems and intervene at an early stage.

Admonishment is the main teaching skill in this area but this will only work:

- a In the context of a good pupil/teacher relationship
- b. If used sparingly

DO

Be private where possible

Ensure you reprimand the correct pupil

Avoid sarcasm

Make sure the behaviour is criticised and not the child

Be firm - you are in control - reprimands are not negotiation

Make sure the pupil feels you respect him - otherwise the admonishment will have no effect

Make the admonishment lead into something positive

Attempt to be consistent

Avoid idle threats - if you can't carry out a sanction don't mention it

Deal with situations yourself wherever possible – involve 'higher authority' sparingly

De-escalation is of vital importance. At times some of our children will lose control. Please remember that on these occasions staff behaviour is crucial - it can both improve a situation or make it worse.

Try at all times to follow the previous **DO's**. At times of stress with an abreactive, aggressive pupil it is hard to remain calm and reasonable and all too easy to forget good practice. Try not to let things get to that stage.

DO

Remember that if you are aggressive you are likely to promote greater aggression

Remember that your state is communicated by:

- Tone of voice
- Volume
- Facial expression
- Gesture
- Body posture
- Movement

Send out signals that show you are not:

- Out of control
- Scared
- About to attack
- Use a slow, steady, clear voice
- Keep open hands and hold palms down
- Give personal space
- Maintain eye contact but with care - too much is threatening
- Try to sit or stand in a way that conveys calm, control and personal confidence

If you need to relax try these - try it with the pupils too.

- Say stop (to yourself)
- Take some deep breaths
- Consciously relax your facial muscles
- Take some more deep breaths
- Consciously relax your shoulders, arms and hands
- Continue what you were doing at a slow relaxed pace

The following is our Policy on permanent exclusion.

PERMANENT EXCLUSION

Philosophy

The Head Teacher will only take the step of permanently excluding a pupil with the greatest possible seriousness and consideration.

It is important to here reaffirm the nature of Rosewood as a school. We are not a secure establishment equipped for the physical restraint of pupils, and it is our aim to deliver the full curricular entitlement to all our pupils in a safe and caring environment.

Grounds for Permanent Exclusion

There will be four grounds on which the Head Teacher may consider permanent exclusion appropriate:

- 1 Behaviour that endangers the health or safety of another person.
- 2 Behaviour that requires persistent and unavoidable physical restraint.
- 3 Behaviour that persistently undermines the delivery of the educational entitlement of other pupils.
- 4 A serious breach of criminal law which takes place while the pupil is in the care of the school.

Procedures and definitions

The following procedures shall be prerequisite for the exercise of the powers specified in this policy:

- 1 "Persistent" for the purposes of this policy shall be taken to mean an accumulation of instances of seriously inappropriate behaviour for a period of time of not more than one school term.
- 2 The Head Teacher will be responsible for the management of a written record of all instances of behaviour that might result in permanent exclusion.
- 3 Procedures will be followed as laid down in the DFE Circular 10/94 and in the LEA Exclusion Policy and Guidelines.
- 4 The Head Teacher may exclude a pupil on a combination of the four grounds defined above.

BEHAVIOUR MANAGEMENT POLICY

Parent / Carer Guidance

The School upholds the belief that the best results are obtained when all those involved in a young persons life work together. The following guidelines are to help parents and carers understand the school ethos on discipline and behaviour management and also perhaps suggest strategies that maybe of some use them outside of school.

DO

Be calm and assured, confident of your own ability

Be clear about what is acceptable

Be open

Be non-biased

Be kind to yourselves - no-one can deal with every situation

Take time to reflect

Be prepared to ask for support and advice

Allow the children room to manoeuvre - if you force them into a corner (figuratively or literally) they will fight back in one way or another

Non-verbal behaviour is particularly important - it often conveys more than the words you are using, so:

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SCHOOL ATTENDANCE PARENTAL RESPONSIBILITY MEASURES 2017

Parenting Contracts, Parenting Orders & Penalty Notices, (FPN's), are interventions available to promote better school attendance & behaviour.

All Parents are responsible for ensuring that their children of compulsory school age receive a suitable full-time education. This can be by regular attendance at school, at alternative provision or otherwise, (e.g. a Parent can choose to educate their child at home).

The definitions of a Parent are:

- All natural Parents, whether they are married or not
- Any person who has Parental Responsibility for a child; and
- Any person who has care of a child, i.e. lives with and looks after a child

PARENTING CONTRACTS

A Parenting Contract is a formal, written, signed agreement between Parents and either the Local Authority, (LA), or the Governing Body of a School and should contain:

- A statement by the Parents that they agree to comply for a specified period with whatever requirements are set out in the Contract; and
- A statement by the Local Authority or Governing Body agreeing to provide support to the Parents for the purpose of complying with the Contract

Parenting Contracts can be used in cases of misbehaviour or irregular attendance at a school or alternative provision. Parenting Contracts are voluntary but any non-compliance should be recorded by the School or LA as it may be used as evidence in Court where an application is made for a Behaviour Parenting Order.

PARENTING ORDERS

Parenting Orders are imposed by the Court and the Parents agreement is not required before an Order is made.

Parenting Orders are available as an "Ancillary Order" following a successful prosecution by a LA for irregular attendance.

Parenting Orders consist of two elements:

- A requirement for Parents to attend counselling or guidance sessions where they will receive help and support to enable them to improve their child's behaviour. This is the core of the Parenting Order and lasts for up to three months; and,
- A requirement for Parents to comply with such requirements as is specified in the Order. This element can last up to twelve months

All Parenting Orders must be supervised by a responsible Officer from the School, (Behaviour Orders only), or the LA. They are individually named in the Parenting Order.

Any breach by Parents without a reasonable excuse could lead to a fine of up to £1,000. The Police may enforce any breach of an Order by a Parent.

Parents have a right to appeal a Parenting Order to the Crown Court.

FIXED PENALTY NOTICES, (FPN'S)

Penalty Notices are imposed upon Parents and are fines of £60 if paid within 21 days of receipt rising to £120 if paid after 21 days but within 28 days. The Parents can only be prosecuted if 28 days have expired and full payment has not been made. There is no right of appeal by Parents against the Penalty Notices. They are an alternative to the prosecution of Parents.

Dudley's LA's Code of conduct states that Penalty Notices can be issued where a pupil's absence has not been authorised by the school. This includes: a number of unauthorised absences, within a rolling academic year or where an excluded pupil is found in a public place during school hours.

Leave of Absence shall not be granted unless: (a) an application is made in advance to the School, and (b) the Head Teacher considers the request to have exceptional circumstances relating to that application. If Leave of Absence is taken after the Head Teacher has considered it and deemed it NOT to be for exceptional circumstances, or you do not make an application in advance, then the absence will be recorded as unauthorised absence and may be referred to the Education Investigation Service.

Penalty Notices may also be issued where Parents allow their child to be present in a public place without reasonable justification during the first five days of a fixed period or permanent exclusion. The Parents will be notified by the school at the time of the exclusion of this and the days to which it applies.

Leave of absence in term time

It is a rule of this school that a leave of absence shall not be granted in term time unless there are exceptional reasons, irrespective of the child's overall attendance. Only the head teacher (not the local authority) or his/her designate may authorise such a request and all applications for a leave of absence must be made in writing/on a form provided by the school. Where a parent takes a leave of absence to which the application was refused or takes a leave of absence where no application was made to the school, the issue of a penalty fine (upon a return from such leave) by the local authority may be requested. When requesting a penalty fine the school may calculate the period of days taken within a 12 month period.