



ROWDEFORD SCHOOL

BEHAVIOUR POLICY

This Policy should be read in conjunction with the school's Anti-Bullying, Anti-Racism, Equal Opportunities, Physical Intervention, and Health and Safety Policies.

AIMS

The aim is to make clear the expectations we all have with regard to the good behaviour of our pupils. We believe that good behaviour needs to be carefully developed in a safe, caring and structured environment that models good practice.

RATIONALE

Behaviour in any school may be seen as a direct reflection of the values of that school. Positive relationships between staff and pupils are a major influence in encouraging good behaviour and Rowdeford School aims to establish a safe and caring environment that provides encouragement, structure, order, a sense of community and high quality education. Expectations of behaviour will be realistic and consistent, and will take into account every pupil's individual needs.

All teachers are free to teach

and

All pupils are free to learn

As a school we believe that the most effective teaching and learning takes place in a well-managed environment; one that is calm, happy and safe for the whole school community. Our Behaviour Policy focuses on *Positive Behaviour*, which supports learning and promotes, celebrates and rewards achievement, whilst working alongside the core values of Rowdeford School to promote positive behaviour towards ourselves and others. The core values at Rowdeford School are: cooperation, responsibility, caring, happiness, respect and resilience.

WHAT HAPPENS IN OUR SCHOOL?

All pupils at Rowdeford School have the right to:

- Be treated with dignity and respect
- Express their individual wishes, needs and opinions and to complain
- Be well cared for
- Be safe
- Religious and cultural freedom and practice
- Their own possessions, clothing etc
- Informed choice
- Exposure to models of appropriate behaviour
- A positive and appropriate curriculum experience



Pupils should be able to:

- treat other pupils and adults with respect
- speak politely to other people
- have self confidence and high self-esteem

To encourage this staff at Rowdeford School will:

- treat all pupils and adults with respect
- speak politely to all other people
- praise pupils' efforts and achievements as often as they can
- explain to pupils what they should have done or said when they get it wrong
- tell parents about their child's efforts and achievements
- avoid using critical or sarcastic language

Behaviours we won't accept:

- use of rude or unkind language
- hitting, kicking, biting or other such physical responses
- racist or sexist remarks
- derogatory comments aimed at other vulnerable or protected groups

If such behaviour occurs:

- We will tell the pupil that it is wrong and explain what they should have done or said [or not said].
- If the behaviour is repeated, the pupil will be reminded once more, as above.
- If the behaviour continues then the pupil will have a sanction applied – this may be time out of lesson, losing time at break or lunch, a phone call home (types of sanction are shown below)
- We will try to find out why the pupil is behaving this way and then treat the situation accordingly.

REWARDS AND SANCTIONS

- Rewards and sanctions have the greatest impact if they are immediate. They need to be age-appropriate as well as individual.
- The following rewards can be effective: individual praise, merits, stickers, good news postcards, value cards.
- Sanctions should be set and carried out by the member of staff responsible. Concern slips should be used to inform the tutor, the HLTA with oversight of behaviour and the Deputy Head of the incident and the sanction. The following sanctions can be effective: moving children away from their peers, detentions (break and lunchtime), report (using daily report card). Contact with parents can be very powerful in re-enforcing behaviour.
- There may be occasions when it is necessary to exclude a pupil from school, but an internal exclusion, in which the pupil spends all day in The Learning Zone, supervised by staff, completing work if possible, can be a powerful sanction. Internal exclusions can be given by members of the Senior Leadership Team. External exclusions can only be sanctioned by the Headteacher, or whomever has been delegated the responsibility to do so.



SUPPORT FOR BEHAVIOUR ISSUES

The majority of behaviour issues will be able to be successfully sorted by the member of staff dealing with the incident, using all of the positive behaviour techniques and sanctions appropriate to try and de-escalate the behaviour. However, on occasion, there will be a need for support from other members of staff. In this case, please contact Teresa in the office who will notify on-call. If the behaviour is serious and pupils and/or staff are at risk of physical injury, then the following referral routes should be used:

In an emergency there are two means of getting support:

- 1) Send a 'Help Required' note with a responsible pupil to another classroom or to the office to get help.

Or

- 2) Ring **222** from any phone for on call support.

After any incident of poor behaviour the member of staff should complete a **Concern Slip** and pass it to the **tutor**, who will pass it on to the HLTA who has oversight of behaviour. This is essential for the tutor, the HLTA who has oversight of behaviour and the Deputy Head to be able to monitor behaviour effectively.

After any incident involving **injury** or **physical restraint** the member of staff should be given the opportunity to take time out and to talk about the incident. When the member of staff is okay then the incident should be written up in the Serious Incident Log and, if appropriate, the restraint log (both held in the Headteacher's office). If any injury has been sustained then the Accident Book in the school office should be completed.

POLICY REVIEW

This Policy will be reviewed and evaluated by the Deputy Headteacher on an annual basis, and by the Governing Body in line with the school's Policy Review Schedule.

This Policy was reviewed in November 2016 and endorsed by the Governing Body at their meeting on 5 December 2016

Signed

Date



Clerk to the Governors APPENDIX TO BEHAVIOUR POLICY

1. REASONS FOR INAPPROPRIATE BEHAVIOUR

'Schools which put too much faith in punishments to deter bad behaviour are likely to be disappointed.'

Elton Report

This quotation reminds us of the importance of not just setting out to punish poor behaviour, but of trying to understand why a pupil is misbehaving. There are many possible reasons for a pupil exhibiting poor behaviour. They include:

- Low self-esteem
- Inappropriate curriculum
- Inappropriate teaching styles
- Problems at home
- Problems with peers
- Medical problems

It may well be the case that the problem is a combination of reasons. There is, however, a general acceptance that for pupils who regularly display poor behaviour a major reason is that they have low self-esteem (Cooper, 1993; Gordan, 1996). Again, the reasons for this low self-esteem may be varied and outside the influence of the school, however, as Cooper says:

'Whatever a pupil's social or home background, the educational environment of the school exerts a powerful influence on the child's self-esteem and feeling of self-worth, or lack of it.'

As a result of this our Behaviour Policy focuses not only on sanctions, but also on rewards and ways of improving the pupil's self-esteem and teaching them effective social skills.

2. WAYS OF IMPROVING BEHAVIOUR

There are many ways of trying to promote good behaviour. Two ways that are highlighted by research are the importance of good staff-pupil relationships -

'Effective behaviour management is made more likely when there is good relationship between teachers and pupils'

(Gordan)

and the importance of consistency amongst staff in implementing school policies and when dealing with individual pupils -



'Variability of teachers' responses leads, in time, to 'staff inconsistencies', which is one decisive factor in producing anti-social attitudes and disaffection amongst pupils'.

(Gordan)

Other ways of encouraging positive behaviour include:

- Ensuring a curriculum appropriate for each individual pupil
- Using a variety of teaching styles
- Recognising achievement - regular use of praise for specific positive behaviours - 'catch them being good'
- Treating pupils as individuals and recognising, and trying to meet, their needs
- Encouraging pupils to accept individual differences.

All staff at Rowdeford School will accept responsibility for maintaining good behaviour throughout the school, and model the type of behaviour encouraged by its rules and expectations.

3. REWARDS

'... each child needs encouragement like a plant needs water. Without it, his growth is stunted and his potential sapped.'

(Dinkmeyer and Dreikurs)

As a school we are committed to promoting, celebrating and rewarding achievement. We recognise that our pupils possess a range of talents and abilities. We are, therefore, committed to recognising and rewarding effort and achievement at all levels.

At Rowdeford School we reward pupils on both an individual level and as members of groups. There are many ways in which pupils are rewarded, eg certificates and Good News postcards home. However, we recognise that one of the easiest and most effective ways of rewarding a pupil is the use of praise. Low-level interventions, such as a smile, thumbs-up, use of a smiley face or proximity praise can be very effective in promoting positive behaviour. As Gordan says:

'Praise is probably the most obvious and effective means of re-inforcing appropriate behaviour and motivating pupils to meet the school's work and behaviour expectations.'

REWARDS

Praise for specific good behaviours and/or work

Merits for effort and achievement

Merit certificates

Sent to a member of Leadership or Senior Leadership Team for good work

Letters/Good News postcards home

Prizegiving awards

Certificates/Awards

Stickers

Friday 'Thank you' assemblies

Value cards



lesson grading

At Rowdeford lessons are graded on a scale of 0 – 5, where:

5 = Excellent	☺☺	(2 merits)
4 = Very Good	☺	(1 merit)
3 = Good	☺	
2 = Satisfactory/OK	☹	
1 = Poor	☹	
0 = Unacceptable	☹☹	

merits

Merits are collected by pupils on Merit Sheets, which are kept in the Class Diary. These are monitored by the TA/Class Tutor. Certificates are awarded for every 30 merits and are presented in the Friday 'Thank You' assemblies.

Value cards

These are awarded to pupils for being good citizens at school and for showing good practice of the school's core values. There are 6 core values as follows: caring, cooperation, happiness, respect, responsibility and resilience.

good news postcards/letters

These can be sent by tutors as required. We aim for each pupil to receive one positive communication per term. This should be logged by the tutor.

group rewards

Rewards may be given to groups of pupils who are doing particularly well in school. For example, the 2 pupils from each tutor group with the most merits over two terms will go on a Group Trip, which may involve bowling, swimming or another fun activity.

4. SANCTIONS

'The sensitive use of reprimands and sanctions is an effective means of cutting short inappropriate behaviours. However, the inappropriate use of reprimands and sanctions can exacerbate or compound a pupil's or groups' poor behaviour.'

(Elton Report)

When imposing sanctions we need to keep the above in mind. It is also important that we remember to:

- Question the behaviour and not the pupil
- Use private, rather than public, reprimands wherever possible
- Reinforce 'Right Choice/Wrong Choice'
- Be consistent when dealing with pupils and when implementing the Behaviour Policy.

It is also important that, once a sanction has been imposed, the pupil is made aware that the incident is over and they can make a fresh start.



As a school, we have drawn up the following list of actions and appropriate sanctions. It is acknowledged that the initial responsibility for dealing with pupil behaviour is with the class teacher, and that if there are consistent concerns with a particular pupil, or pupils, they will consult relevant staff to see if, by using different strategies, they can overcome the problems. It is, however, important that both the chain of referral, and when it should be used, are clear.

concern forms/incident reports

All incidents and/or concerns that require action must be recorded on a Concern Form or Incident Report and passed through the Chain of Referral, as indicated on the form.

feedback

Whichever sanction is used, it is essential that staff feed back what has happened to the member of staff who originally raised the concern. The Concern/Incident Report allows for this.

It is, therefore, important that when an incident arises that is dealt with by somebody other than the class teacher or form tutor, that a Concern/Incident Report is written and that it is passed to the form tutor.

The Concern Report also enables all relevant parties to see

- What the problem was
- How it was dealt with.

Concern forms are collated together to observe any patterns of behaviour from individual pupils. This can be placed on the pupil's file.

reports

Whilst there are a number of different formats for reports, they all have the same basic purpose of allowing a pupil's behaviour to be monitored. There are two different reports that a pupil can be placed on:

- Tutor Report - given if a pupil's behaviour, attitude and/or attendance need to be monitored across all subjects. This report is issued and monitored by the Form Tutor
- Behaviour Report – given by HLTA or Deputy Head if a pupil's behaviour, attitude or attendance needs further monitoring, or given when behaviour is becoming more of a concern.

detentions

Detentions can be held at break or lunch time, where possible on the same day of the 'offence'. Detentions should be managed by the member of staff who has set the detention. On rare occasions a pupil can be kept after school by SLT on any day, as long as arrangements have been made to ensure that they can get home and parents/carers have been informed.



Tasks that can be set for pupils to complete in a detention include:

- Completing work/homework
- Doing extension work
- Discussing expectations for behaviour.

Subject teacher / tutor / lunchtime staff detentions – these are usually given for minor offences and held by the teacher/MDSA/RCCO during part of a break or lunch time.

Deputy Head/HLTA detentions – these are usually given for more serious offences, or if a pupil fails to attend a detention. They are given for offences such as:

- Failure to attend Tutor or Subject Teacher detention
- Repeated poor behaviour across a number of subjects
- Persistent uniform infringements
- Persistent lateness to lessons
- Truancy
- Bullying, including racist or sexist comments/behaviour.

Parents will be informed in these circumstances.

internal Exclusion

For more serious breaches of behaviour a pupil may be isolated away from their class for a day or part of a day. This sanction will be used whenever possible instead of using fixed term exclusion. Internal exclusions are logged and reported in the Headteacher's report to Governors.

exclusions

The school will work to the principles outlined in DFE and Local Authority guidelines.

All exclusions will be logged by the Headteacher or Deputy Headteacher in the Exclusions Log held in the Headteacher's office. Exclusions are also logged and reported in the Headteacher's report to Governors.

Only the Headteacher may exclude a pupil or, in the Headteacher's absence, the Deputy Headteacher. In the absence of both the Headteacher and the Deputy Headteacher then the authority to exclude is passed to the member of staff who is deputising, although the view of the Headteacher or Deputy Headteacher should be sought if at all possible before the exclusion is sanctioned.

fixed term exclusions

Excluding a pupil from school is a serious step. Therefore, Fixed Period Exclusions will only be used as a last resort. In all cases the parents will be informed by both telephone and letter on the day the pupil is excluded. Any decision to exclude will be made in consultation with the member(s) of staff involved. The Headteacher or Headteacher's representative will see all pupils to exclude them. On their return to school the pupil should come in with a parent to meet with a senior member of staff, and they may be asked to agree and sign a contract for behaviour.

Offences for which exclusion may be considered include:



- Using threatening or aggressive behaviour towards any member of the Rowdeford community
- A deliberate assault on another pupil or on a member of staff
- Persistent incidents of bullying
- Bringing weapons into school
- Using weapons in school
- Bringing illegal substances, including alcohol, into school
- Using illegal substances, including alcohol, in school
- Racism, or any other discriminatory behaviour

PERMANENT EXCLUSION

It is school policy to do everything possible to avoid this ultimate sanction and such an option will only be used in the most extreme situations. There are two scenarios where such action may prove unavoidable:

- A single, grotesque action or illegal act that threatens the safety of the school community or any individual, and deliberately transgresses behaviour norms, eg drug dealing or an assault that leads to serious injury
- Repeated indiscipline over a long period of time, and following a history of Fixed Term exclusions, when all appropriate interventions have been exhausted.

The school will endeavour to avoid Permanent Exclusions through the use of 'managed moves'.

The school will follow LA guidelines and work closely with outside agencies.

5. CALM ZONE ROOMS

GUIDELINES FOR USE OF THE CALM ZONE ROOMS

The calm zone Rooms are quiet, clear rooms with a minimum of distraction.

For a variety of reasons, which may include sensory difficulties, anxiety, anger, aggression, need for calm, causing distress to others, tiredness, difficulty with transitions, etc, a pupil may:

- i. choose to go to the calm zone as part of a personalised plan
- ii. be offered an opportunity to go to the Calm Zone
- iii. be asked by an adult to spend time in a Calm Zone, or
- iv. may very occasionally need to be physically escorted to a Calm Zone room. In very rare circumstances pupils may need to be contained there under supervision (having regard to the Physical Intervention Policy).

Choosing to go to the Calm Zone and responding positively is seen as a positive choice on behalf of the pupil in managing their feelings. Time to 'chill and still' can be in a calm zone, outside on a bench, or in a safe, appropriate location.

Pupils are aware of the Calm Zone facility and that it helps them to manage their behaviour. Calm Zone time is backed-up by all other relationship-building behaviour and emotional management strategies. It is part of a series of steps or procedures known to all members of the school community, especially pupils and parents.

It is a philosophy accepted by all members of the school community and is carried out with the minimum of discussion and, dependent upon the level of understanding, reasons are given for use of the Calm Zones.



Use of the Calm Zones is under the direction of the teacher or teaching assistant. The aim may be:

- For the pupil to have time to calm, and to lower arousal levels
- For the pupil to have time to reflect on his/her behaviour and develop independence and self-management
- To encourage responsibility for his/her own behaviour
- To come up with a solution
- To regain control
- To negotiate entry back into the group
- To provide an opportunity for counselling
- To return the pupil to class at the earliest possible opportunity having resolved, as far as possible, the issues that proved difficult for the pupil.

When the Learning Zone is used for seclusion/isolation, adults will act reasonably in all circumstances. The school will ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare. (DfE 'Behaviour and discipline in school', February 2014, p.12)

The use of double or high door handles in classrooms or locking outside doors, as a safety measure and/or security precaution when children are supervised by an adult would be considered a reasonable measure to prevent significant risk of harm within a school's duty of care to its pupils. (DfE 'Use of Reasonable Force, July 2013, 4.1)

Use of Calm Zones is monitored carefully. Staff complete Calm Zone forms which are collated and then reviewed by the HLTA (Behaviour) and the Deputy Head. These forms include: detail on where this took place; when it happened and the length of time a pupil was in the Calm Zone. If appropriate a parent will be informed if their child has used the Calm Zone facilities.

Experience has shown that use of the Calm Zones as part of an overall calming and behaviour management policy contributes to a safe and effective learning environment for all.