THE ROSEWOOD SCHOOL



Staff Responsible Mr D Kirk Policy Date – September 2021 Review Date – September 2022

BEHAVIOUR POLICY 2021-2022



**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 –** Please ask school for a copy of the credit system / points system / ladders to success.

2 **Informal**

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

Activities are based on risk assessment and are curricular in nature.

**Sanctions**

A new database has been developed to allow us to gather and manage low level behaviour incidents. This allows us to observe and monitor the pupils that have persistent low level disruptive behaviour, by doing this it allows us to intervene quickly and appropriately before the negative behaviours escalate. Furthermore this allows us to analyse the number of incidents within each category giving school the tools to apply appropriate measures such as Anti Bullying Week, Show Racism the Red Card and so on…

The database provides Rosewood with the ability to accumulate data and create reports for each individual pupil, clearly and accurately evidencing their low level behaviours, such reports will be used to facilitate and support all types of meetings.

A new system monitoring high level behaviour incidents has also been implemented. Staff are responsible for documenting all high level behaviour incidents that they have either witnessed or been involved in.

All reports are to be written within a 24 – 48 hour time period.

All reports are e-mailed to the DSL, once all appropriate documentation has been gathered, it is passed on to the Deputy Head Teacher.

A decision will then be made as to how the incident needs to be categorised and filed. This allows management to have a clear view of the behaviour management across the school and implement new ideas and or support where and when necessary.

**Sanctions are as follows:**

1. Admonishment:
   * Staff
   * Head Teacher and Senior Management Team
   * 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
   * Loss of points
4. Logging of notifiable incidents (high and low level behaviours are logged differently – and sanctions are put in place in reflection of the pupils number of incidents as well as nature of incident)

Sanctions for low level behaviours on a weekly / fortnightly rota are as follows.

* One Low level incident = Detention and loss of 10 points
* Two Low level incidents = Phone call Home
* Three Low Level Incidents = Exclusion from class to work independently or with a member of staff, as appropriate to the individual child.
* Four Low Level Incidents = Meeting with parents

1. Risk assessment to be carried out in order to facilitate safe working practices. This may be an individual risk assessment for the child and/or risk assessment for the situation/room/subject.
2. Exclusion from school. This will only happen when all possible alternatives have been tried.

New PI forms have been created to, where appropriate, obtain the pupil and staff voice. All PI forms **MUST** be completed within 24 hours of incident where possible.

# **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

1. 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.

The new database, as outlined above, allows us to look at bullying on the whole and by having sanctions in place that are enforced quickly and in proportion to the behaviour. We are seeing positive trend in a reduction of bullying incidents.

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 when:

* Preventing the child causing harm to you or others
* Preventing the child causing harm to themselves
* Preventing the child causing damage to property

# **School Rules**

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

**To respect others we must**

* Not name-call
* Not be happy when others are upset
* Focus on our own behaviour
* Not bully

**To be safe we must**

* Be in the right place at the right time
* Talk to any member of staff when we are worried
* Take care of our own property
* Look after others property
* Know that violence is not the answer

**To learn well here we must**

* Get to class on time
* Settle in a seat facing the front
* Make sure we have the correct equipment
* Put hands up to give a fair chance to all
* Use quiet voices not shouting
* Ask for help… it will always arrive
* Check to see if I can sort it myself

**Encouraging the behaviour we want**

Our explicit reward system operates as follows:

# **THE REWARD SYSTEM**

All pupils are required to achieve credits each lesson by demonstrating they have met their personalised behaviour, learning and engagement targets. All pupils hand in their credit book at break, lunch and at the end of the school day to tutors. This allows sanctions and rewards to be implanted immediately.

The credit book system feeds directly into the ‘ladder of success’ reward system.

**Operation of the System**

1. Pupils and tutors together discuss what the pupil’s behaviour target will be this week, enabling the pupil to have ownership over their own targets.

(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.)

1. At the start of each lesson the pupil is responsible for handing in their credit book to the teacher / TA. The teacher / TA is responsible for filling the credit book for that lesson. Pupils can earn up to ten credits for appropriate behaviour, learning and engagement. Maximum of 4 credits can be awarded for positive behaviour, 3 credits for learning and 3 credits for engagement. It is suggested that staff award credits on the basis of 8 being a ‘good’ lesson. To achieve higher credit the pupil’s behaviour, learning and engagement has to be exemplary.
2. As well as rewarding credits in lessons pupils are awarded up to 5 credits for not damaging school equipment and they arrive to practical lessons with the correct kit. Up to 10 credits can be achieved at lunch time for engaging positively in PSHE activities, 10 credits can be awarded for wearing appropriate uniform online with the school policy, and a maximum of 15 credits for general conduct for positive behaviour in non-structured times, such as break / tutor time and changeover of lessons.
3. At the end of each day tutors and pupils discuss the credits achieved throughout the day. Staff record daily totals in the booklet and on the schools internal system ‘Integris’. The awarding of curriculum merits for good work and behaviour are also calculated and reverted to points in line with the ‘Ladder to success’ reward system.
4. Credit outcomes are compared against the pupil’s individual daily set targets. Failure to reach their overall target will result in a morning detention. Also if pupils only achieve a 6 between lesson 1 and 2 a break time detention is carried out, between 3 and 4 a lunch time detention and 5 and 6 a morning detention the following day. This is the responsibility of the member of staff awarding the 6. Sanctions are carried out immediately to allow the pupil a ‘fresh start’ allowing them to achieve a positive day. Achievement of daily / weekly targets, including perfect days and good attendance, is rewarded with points.
5. At the end of each school week the points achieved for every pupil are logged and points converted to funds they can spend to enrich their curriculum. Once each half term the pupils are given the opportunity to purchase items of their choice to enhance their learning. All orders are overseen by our Deputy Head and Mrs A Whittall to ensure all purchases are practical.
6. Year 11 pupils may earn extra privileges by reaching their daily credit targets. On the basis of good behaviour and with parental/carer approval, they are able to earn the opportunity to wear their own clothes on a Friday, privileges can then progress to be allowed of site on Friday lunchtimes.

NB - Do not give Curriculum Points too readily. If they are to be of any real value they must be genuinely for something special.

**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 elements of this are:-

* understanding the reasons for their negative behaviour
* showing remorse
* trying to make amends
* exploring strategies for better future actions

Children usually like to be treated fairly and respond to this well. Reparation is not a punishment and should not be used as such. The building of good relationships between staff and pupils is paramount in creating a positive environment. We understand that many of our children see themselves as failures in the system. We aim to build self-respect and a positive approach to life. Our children deserve to be treated the same as any other child in any other school. It must be made clear what is acceptable and what is not acceptable. We know this is a long and arduous task but it is one we relish and are proven experts in.

# **Exclusions**

Exclusion from school will operate in serious cases of violent, threatening or abusive behaviour, deliberate vandalism, theft and in cases where the education of other pupils is interrupted. 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 by telephone (where appropriate) and 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.

A re-integration meeting will take place and the 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 prior to returning to school. Any subsequent absences from school will be recorded as unauthorised.

On return to school after an exclusion, pupils will be reminded of the strategies put in place to support them, as agreed by the pupil, parent/carer and the member of staff chairing the re-integration meeting. All meetings are to be minuted and sent to the Office Manager where copies are filed in pupils record folders.

**PERMANENT EXCLUSION**

# **Philosophy**

When excluding a pupil permanently the Head Teacher does so as a last resort where all possible strategies have been followed. The Head Teacher will consider the outcomes of previous low and high behaviour incident reports, documented by staff.

In the Head Teacher’s absence, the power of permanent exclusion will be delegated to the Deputy Head Teacher.

It is important to reaffirm the nature of Rosewood as a school. Rosewood is not a “secure unit” for violent offenders. It is a special school dealing with children who have had a very difficult time in mainstream education. Physical Interventions will happen but only in the very last instance. All staff are trained in de-escalation techniques and most are experienced practitioners in this field.

Before a child is permanently excluded the school will endeavour to find an alternative. All avenues will be sought and if in the final instance we have no choice, then the permanent exclusion will apply. Examples of behaviour we will never tolerate are the use of weapons to frighten, intimidate or hurt another person in school. The use of weapons, especially knives, has become a problem in society and we recognise this sad fact. Our children will be educated in the safe use of bladed implements; for example in Art, food tech and DT. We make it explicit here that any child found carrying a knife or using a knife in a threatening manner will be permanently excluded unless there is a very good reason. We understand that a child caught with a knife may indeed be the victim of other crimes against him. This will be a judgement call by the school.

# **Grounds for Permanent Exclusion**

There are six grounds on which the Head Teacher may consider permanent exclusion appropriate, such as:

* + Behaviour that endangers the health or safety of another person.
  + Behaviour that requires persistent and unavoidable physical restraint.
  + Use of a weapon which endangers staff or pupils.
  + Behaviour that persistently undermines the delivery of the educational entitlement of other pupils.
  + A serious breach of criminal law which takes place while the pupil is in the care of the school.
  + Persistent bullying e.g. Racism, Homophobia or Religious Based Bullying.

Whilst Covid-19 is a high risk disease, any threat to cough or spit on staff or other pupils will be taken extremely seriously and could also lead to permanent exclusion.

# **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 and in the LEA Exclusion Policy and Guidelines.

4 The Head Teacher may exclude a pupil on a combination of the grounds defined above.

**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 policy 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 differentiated and varied work
  + Do not leave your class unsupervised
  + 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 and success criteria 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
  + 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
  + Be flexible, constantly review the pupils attitudes and behaviour

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. Remember 'prevention is better than cure' so always try to anticipate problems and intervene at an early stage.

Building positive relationships with our pupils by using the techniques outlined above is key to teaching our pupils. Pupils will be admonished but done so sparingly and relational to the behaviour.

**DO**

* + Be private where appropriate
  + Be armed with the correct information before reprimanding any 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
  + Be consistent
  + Avoid idle threats - if you can't carry out a sanction don't mention it
  + Manage situations yourself where appropriate, involving staff with 'higher authority' can be detrimental to your control of the class

De-escalation is of vital importance. At times some of our children will lose control. Please remember that on these occasions’ staff behaviour and actions are crucial.

Try at all times to follow the previous **DO's**. At times of stress when dealing with an aggressive pupil ensure you are not alone, radio for support. (ALL staff must carry their radio at all times) If the aggression is directly aimed at you, remove yourself from the situation as soon it is safe to do so.

Remember that your emotional state is communicated by:

* + Tone of voice
  + Volume
  + Facial expression
  + Gesture
  + Body posture
  + Movement

Good techniques for de-escalation are:

* + Use a slow, steady, clear voice
  + Keep open hands and hold palms down
  + Give personal space
  + Maintain eye contact but with care - too much can be conveyed as threatening
  + Try to sit or stand in a way that conveys calm, control and personal confidence

Negative interactions can be stressful for both staff and pupils, a holistic therapist and play therapist are often on site to offer relaxation techniques. All pupils are given time to reflect on their behaviour and are never asked to go back to lesson or interact with peers until they feel prepared. Both the staff and pupils’ voice are captured to ensure mental, emotional and physical wellbeing.