

TORFIELD AND SAXON MOUNT ACADEMY TRUST

**TORFIELD SCHOOL
BEHAVIOUR POLICY**

May 2016

TORFIELD SCHOOL BEHAVIOUR POLICY

This document describes the behaviour policies of Torfield and Saxon Mount Academy Trust in relation to Torfield School. There is a similar document for Saxon Mount School. Both policies have similarities and also a number of differences. For this reason, we have produced separate school behaviour policies. We hope that by doing so, information will be clearer for parents / carers.

This policy has been approved by the Academy Board of Directors. It is an active document in that it is the subject of regular review and updating. The philosophy and principles remain the same.

SECTION 1.

Introduction

'Behaviour Management' is not a discrete, separate element of school life. All we do, say and plan to do, as well as what we do not do, contributes to the whole ethos of our school. We need to strive towards achieving shared beliefs and values about behaviour and in so doing we need to reflect on our own. This approach will enhance the quality of relationships within our school and the wider community. It will help to prepare children for life in modern Britain and in making a positive contribution to society.

Shared values

We believe that pupils have the right to be able to learn and teachers to teach.

We believe that pupils who feel valued and cared about and those who experience success in learning tend to behave appropriately.

We believe that when pupils are treated consistently they are more able to distinguish between undesirable and desirable behaviour.

We believe that if we develop an atmosphere of mutual respect in our classrooms then pupil behaviour will be more positive.

We believe that if we offer an exciting and challenging curriculum, that both reflects the special needs of individuals and also allows pupils to become engaged in their own learning, then behaviour will be more positive.

In all learning environments the following are implicit:

- ♦ All students are entitled to a broad, balanced, relevant and differentiated curriculum delivered in the most accessible way possible.
- ♦ The development of positive self-esteem through opportunities for success.
- ♦ The development of a close and supportive partnership with parents.

- ◆ The safeguarding and promotion of the welfare of pupils is of paramount importance.
- ◆ That pupils can contribute meaningfully to the decision making process.

Common Preventative strategies

Research shows that effective teachers and support staff minimise the opportunities for disruption by relying more on preventative strategies rather than relying on a set of reactive responses to behaviours. We aim to minimise opportunities for disruption by:

- Planning meaningful and challenging lessons that meet the needs of all learners.
- Explaining learning objectives and expectations.
- Making connections with previous work and providing appropriate feedback.
- Providing appropriate resources and equipment.
- Having well established and consistent approaches for behaviour.
- Creating positive relationships with pupils and a supportive climate in the classroom and around the schools.
- Teaching strategies to deal with anger and frustration.
- Providing opportunities for circle time, mediation and Sulp time where appropriate.
- Ensuring pupils are supervised at all times whilst also allowing pupils to develop independence
- Rewarding and celebrating positive attitudes and behaviour.
- Encouraging respectful behaviour towards others and the school environment.
- Improving self-esteem and encouraging self-worth on an individual basis.
- Encouraging healthy nutritional habits e.g. eating breakfast and drinking water and getting plenty of sleep at night.
- Ensuring all staff within the school work together to promote positive behaviour.
- By providing constant visual and regular verbal reminders of expectations for standards of behaviour we aim to support pupils to make good choices regarding behaviour.
- By providing on-going support to help pupils understand the importance of such qualities as good communication and social skills, respect, empathy, kindness and trust we aim to improve the relationships pupils develop with each other and the staff and develop self-awareness.

Expectations

Staff will have high expectations both of behaviour and work. The schools provide a safe and secure environment where effective teaching and learning can take place. Staff are role models for the pupils and need to offer a high standard of commitment, communication and consistency in managing behaviour. Staff give clear instructions and directions so that pupils have a clear understanding of the classroom rules and the warning systems. It is important that all staff are consistent with their use of rules otherwise some pupils may manipulate or misunderstand situations. There is a clear warning system for all pupils and this is displayed in all classrooms. It is important that

all staff regularly remind themselves of our systems, whichever school or Key Stage they mainly work.

Parental Involvement

We are committed to working in partnership with Parent/Carers through the home/school agreement to ensure both parties have accurate and current information about learning and social progress and any factors affecting this progress.

At Torfield and Saxon Mount, the Home School Agreement is reviewed and re-signed as part of the annual review process for every child. The intention is to make sure that we are working in partnership with parents / carers to support the learning and social progress of their child.

At the start of the school year, tutors / teachers will also contact parents/carers to introduce themselves and find out any significant news to share with staff.

The schools have a strong commitment to communicating with parents/carers in order to keep them informed with regard to their child's behaviour - both positive and negative. We also have PICs (Parent Information Contacts) at each school who are happy to respond to any enquiries from parents/carers and to offer advice and guidance on how to access support and information.

There is a need for regular two-way contact with parents/carers. At Torfield School a Home-School book is in daily use to share day to day information. Information can be personalised for some children, and this may include behaviour.

Where parents are requesting support, family support meetings are held to set up plans, monitor interventions and refer to other agencies.

There are also more formal points in the year such as parent/carer consultations where communication occurs..

Supporting Positive Behaviour

All staff within the schools will follow the same behaviour rules and procedures to ensure continuity. However, we are aware of the range of complex needs experienced by our pupils; professional judgement will be exercised so that consistency is applied but that the individual needs and abilities of the pupil are taken into account. If a pupil has dyspraxia, they may be more likely to bump into other people; if they have receptive language difficulties, they may not process instructions or warnings without additional reminders or support. Children with autism may behave negatively as a response to difficulties with communication or social understanding. In these cases it may be discriminatory to apply sanctions in the normal way and the context and learning level of the pupil must be considered. This is also true when considering the relative maturity of pupils in terms of age- related expectations.

There will be additional expectations for safe behaviours in specific rooms / lessons e.g. Science, Technology, P.E. These will be explained to pupils and will be visually displayed in the relevant areas wherever appropriate.

Environmental Factors

The environment in which a pupil works can be instrumental in influencing their behaviour. Considerations are given to such factors as to the décor, display and the quality of the equipment. Classroom arrangements can support the working ethos by placement and separation of pupils using furniture etc. Staff need to carefully consider the layout of teaching areas, the type of displays required and the accessibility of equipment to support independence and communication. Displays should be well presented, relevant, linked to current learning and well maintained. The school will endeavour to maintain all areas to a high standard. Damage, vandalism and graffiti (accidental or otherwise) should be reported to the Site Manager immediately. A contribution to repair costs may be requested. In deciding the layout of a classroom and the displays within due consideration should be given to the individual special needs of the pupils. Pupils will be encouraged to value their environment and look after their surroundings. Where behaviour guidance is displayed for pupils with autism or communication difficulties, symbols help to support understanding of the guidance.

Bullying

As in every school, from time to time, there will be instances when bullying occurs, although we also know that there is a difference between repeated and systematic acts of bullying and one off incidents of anti-social behaviour. Staff must ensure that when incidents are seen or reported, they are dealt with as effectively and promptly as possible. As much time as is necessary is spent with the victim and the bully as both are seen as in need of support

Different strategies are applied depending on individual needs, the nature of the offence and its frequency. Every effort is made to make the child who is bullying realise the effects of their action.

PSHE lessons, circle times, Citizenship, SEAL activities and Sulp groups take up issues such as name-calling, being a good friend and social skills.

Anti-Bullying Week occurs annually and a whole school focus is given to anti-bullying themes and activities.

Students are reminded that they can report concerns to teachers or other adults and that this can be done confidentially if necessary. Other telephone help lines are publicised.

It should be noted that many children with ASD or who fall into categories that make them vulnerable to underachievement, often perceive themselves as victims, or are often particularly affected by the behaviour of others. This means that a significant

proportion of our pupils will worry about their safety and the behaviour of others, both at home and at school. This anxiety may be a 'default' emotion felt by them. Whilst supporting and helping these pupils deal with their emotions, we must also work to promote their independence and personal development by explaining clearly the differences between anti- social acts, bullying and other forms of behaviour they may encounter in school and outside.

Positive Handling

During incidents of challenging behaviour it may be necessary, for the safety of that pupil or other pupils and adults, for a physical intervention to be used. Physical interventions are not used as sanctions or punishments.

It is always our aim to avoid physical interventions and they are only used when other means of intervention have been exhausted. Staff follow clear guidelines and procedures from the Team Teach approach. Regular training provides staff with refresher opportunities in physical interventions. These approaches are in line with local and national guidance and the law. These procedures form a separate document and have been formulated as a result of whole school training and local and national guidance.

Individual pupils who are more likely to be involved in physical interventions are identified and a Behaviour Plan is then developed.

Exclusions

Exclusions are used only in exceptional circumstances. Exclusion is not seen as a sanction in its own right and will only be used if there are appropriate reasons for doing so. Each situation will be managed on a case by case basis taking into account the circumstances and the needs of the pupil involved.

Legally only the Executive Headteacher or Head of School can make the decision to exclude a pupil from school. Therefore it is important that a verbal report is given to senior managers as quickly as possible following an incident. This must be followed by a written report using the appropriate incident form. This evidence may be needed in order to complete a formal accident/incident report. It is also used to report the incident to the parents or guardians, who have a right to be made aware of all the facts, and may wish to make an appeal to the Governors about the exclusion.

Parents and carers are informed of the length of the exclusion and the incident that led to the serious action. They are also invited to come to school on the pupil's return. This is intended to stress to the parents/carers the seriousness of the matter and to ensure all parties are working together to support positive behaviour at school. The return meeting is always chaired by the Executive Headteacher, Head of School or a senior manager. The aim of this meeting is to prepare a way for the pupil to return to lessons. A contract, which includes support offered, may be signed by the pupil and a copy given to the parents/carers.

Permanent Exclusions

Very occasionally the Executive Headteacher and Directors of the school consider it necessary to permanently exclude a pupil. We will endeavour to comply with statutory regulations and policy in these circumstances.

This Policy is monitored on a day-to-day basis by the Head of School at each school, who reports to the Executive Headteacher and Governors about the effectiveness of the Policy on request.

Chair of AAB Date.....

Executive Headteacher..... Date.....

APPENDIX 1: TORFIELD SCHOOL POLICY

Supporting Positive behaviour

All staff within the school will follow the same behaviour rules and procedures to ensure consistency. However professional judgement must be employed so that individual needs and abilities are taken into account: if a pupil has dyspraxia related difficulties they may be more likely to bump into others; a pupil with receptive language difficulties may need more processing time to follow instructions or warnings and may require more frequent reminders. Children with autism may behave negatively as a response to difficulties with communication or social understanding. In these cases it may be discriminatory to apply sanctions in the normal way. Individual behaviour plans identify the most appropriate strategies to meet an individual's needs. We understand that very young pupils with limited communication skills require a high level of support to manage and adapt their behaviour. At Early Years pupils are introduced to rules, structure and routine in a highly visual and supportive environment where a focus is appropriately placed on identifying and celebrating positive behaviour.

Supporting Behaviour through Lesson Content

Lessons need to be well planned and effectively differentiated so that pupils know what is expected of them and what successful learning will look like. Teaching styles should be flexible to support pupils whose ability to conform may vary. Opportunities to develop skills such as working with a partner or in small groups should be offered with appropriate support in recognition of the level of challenge this presents to the individual.

Lively and stimulating teaching promotes good behaviour where it is matched to the abilities of the pupils. Some pupils' behaviour may be challenging in response to the demands placed upon them. This will need to be addressed by the class teachers to ensure that barriers to learning are reduced as far as possible.

The quality of the curriculum is a significant determinant of pupils' behaviour. Teachers plan a coherent and structured curriculum with a suitable diversity of activities matched to the needs of all the pupils whilst also expecting high standards. Staff ensure that:

- * Pupils understand the concepts which underlie the task
- * Pupils of different abilities have suitably designed tasks
- * Pupils' individual contributions are valued
- * Lessons are flexible enough to take account of pupils' contributions and moods
- * Lessons keep interest and momentum through variations in pace

Where pupils with autism present challenging behaviour due to their atypical responses to social interaction, social expectations and appropriate behaviours are taught through PSHE, Social Use of Language sessions and narrative approaches based on Social Stories.

Interventions in the classroom

There will be a strong emphasis on giving praise and positive feedback for both good work and positive behaviour. By giving attention and encouragement to all pupils and by reinforcing cooperative working, pupils will be more motivated. Reprimands initially need to be as low key as possible. At times it may be necessary to speak more directly to pupils but staff should show sensitivity and allow pupils to modify their behaviour without losing face.

Pupils may take time out (in or out of class), but staff will reinforce that work time lost needs to be made up. All pupils need to know this. If a pupil needs to leave the classroom and a Teaching Assistant is with the group, that person will normally accompany that pupil with work or keep them away from causing further disruption until the pupil is able to return to the group. When addressing the behaviour the pupil will be supported with symbols, signs or other visual support where necessary, such as where children have autism or other communication difficulties.

Time-Out cards

All classrooms will make time-out cards available. These cards will be visible and accessible for all pupils, and support children with autism who experience social interaction difficulties in the classroom at times. When a pupil asks for time-out they will be taken to an agreed place which will normally be outside the classroom. Usually time out will be offered for a few minutes and staff will use visual reminders and timers to support this. The Teaching Assistant will need to supervise any pupil taking time out.

Whole School Rules and Expectations

The following expectations are displayed in all areas of the school.

- ✓ Walk around the school
- ✓ Keep hands and feet to yourself
- ✓ Quiet voices
- ✓ Good sitting and listening
- ✓ Do what adults say straight away
- ✓ Work hard and do your best

At the beginning of the school year and at the start of each new term all classes will spend a circle group session reminding themselves of these rules. KS2 class groups will expand these very simple statements and form a more detailed set of expectations.

Behaviour in the Corridor and in other Communal Areas

Pupils will be supervised at all times. All staff will praise pupils who are complying with expectations and will challenge pupils who are not. Staff will again use professional judgement relating to pupils' ability to comprehend instructions, process information and exercise personal control. Pupils who demonstrate a good understanding of expected behaviour will have opportunities to develop independence by moving

around the school without close supervision. Senior staff will be on duty in the dinner hall

Behaviour in the playground

Playtimes are key times for pupils to develop skills in social interaction and independence. We continue to expect good standards of behaviour and recognise that certain behaviours such as acts of aggression, disruptive or anti-social behaviour are unacceptable and must be challenged. We recognise that less structured times can be challenging for many pupils. Supervising staff will model appropriate behaviour and support early play skills and social interaction through the organisation of inclusive games and activities.

Pupil Profiles, Behaviour Plans and Risk Assessments

All pupils have a profile which outlines individual learning styles and barriers to communication. Some pupils will also require a behaviour plan. These pupils require more support than would normally be considered necessary to manage their behaviour. A behaviour plan may outline modifications to the rewards and sanctions systems that operate in the school. Behaviour plans are monitored by SLT and Behaviour Working Group, and are reviewed frequently according to individual needs. For very young pupils behaviour plans focus on developing effective communication skills. It is essential that all staff are aware of any specific strategies being used to support individual to ensure a consistent approach is achieved. Parents and Carers will be involved in the process of developing a behaviour plan. Plans and progress in terms of behaviour will be discussed at Parent Consultations. Some pupils may require an individual risk assessment.

Rewards and Sanctions

Torfield School operates a reward system for all pupils that links directly to achievement, behaviour and attitude as described through the school rules and expectations. Pupils can earn smiley face stamps for good work, good behaviour and positive attitude. Stamps can be used as a motivator to target challenging behaviour. Rewards come at 50 stamp intervals with a choice of reward increasing in value as the pupil approaches the 500 maximum level. The school Council contributes to the process through seeking the views of the pupils at regular intervals and suggesting rewards. The school commits financially to ensure the quality of rewards is commensurate with pupil effort. Each classroom will display the school rules and expectations alongside pupil stamp charts in an accessible and attractive format. Staff will share a common set of expectations that enables any pupil in any class to have an equal chance of earning stamps.

In addition to the individual rewards, class teachers may, where appropriate, provide incentives for pupils to work together.

Clearly explained expectations well matched to the individual are absolutely essential in ensuring this is the case.

Rewards and certificates are presented in the weekly Celebration Assembly where each pupil is individually praised and their achievement celebrated.

At the Early Years Centre pupils are following the system in a modified way. Small instant rewards are given after 10 smiley faces. At the end of the year each pupil will receive a reward and a certificate describing their achievements.

Additional reward charts may be given as short term interventions to help pupils manage playground situations, transitions and taxi journeys.

Head of School's Stars of the Week

Each week each class teacher awards this prize to one pupil who has made outstanding effort in work, behaviour or attitude. Pupils may achieve this award a number of times in a year if their behaviour warrants it.

Sanctions

As throughout this policy the application of sanctions relies on professional judgement of the individual's ability to understand the expectations and apply self-control.

Early Years pupils and pupils with more complex needs

The following consequences may follow inappropriate behaviour:

- Verbal warnings with symbols or Makaton signs to support pupil understanding.
- Time out with a sand timer
- Missed playtime (part or whole) – the pupil will be prompted to reflect on the behaviour that has resulted in this through the use of symbols or simple language. The pupil may be given lesson work to complete.
- Removal of chosen or favourite activity
- Arrangement with the family where a reward can be earned/withdrawn at home /school in support of behaviour at home or school.

KS1 and KS2

All pupils have their photograph/name card on a 3- colour behaviour poster, displayed in the classroom. The system uses coloured card with Makaton symbols to represent and gauge behaviours. The colour coding has been agreed as follows; green at the top, white in the middle and red below.

FIRST Verbal and visual reminders of positive behaviour with reference to school rules and rewards. The pupil remains in the *green* area.

NEXT A second verbal warning and a visual move to 'time to think' stage, or *white* area, and the adult supporting will refer to what good behaviour looks like and how it is rewarded. There are no sanctions associated with this stage. After an agreed amount of time (usually the next lesson) the pupil can move back to the green section

if behaviour has been consistent with expectations. This gives the pupil an opportunity to self-regulate behaviour.

FOLLOWED BY moving the pupil's photo into the *red* area which represents a lost period of playtime. During this lost time the pupil will be supported to understand what good behaviour is expected of them and the school rules and rewards that encourage this. Class teams will set the appropriate length of time that a red area represents according to the needs and abilities of the pupils within the class. The pupil is given a red slip at this stage which represents the sanction.

Serious incidents of challenging behaviour, such as physical aggression or destructive actions, will result in the issue of a red slip immediately.

After School Detentions

In cases, where a pupil who has demonstrated an understanding of their behaviour but does not modify their behaviour following previous sanctions, an after school detention will be put in place. The length will depend upon the individual circumstances. The Behaviour Policy will be implemented by staff using their professional knowledge of the child.

After school detentions are rare. In our experience, on virtually all occasions, parents / carers are very supportive of a detention occurring on the same day of the incident. However if there is a good reason for their child to not remain behind after school (e.g a medical appointment or unchangeable family circumstance) then an after- school detention 24 hours later may be offered. Parents / carers can request that a detention be delayed by 24 hours; however the decision to issue a detention itself cannot be challenged as this remains a school decision. It will be stressed to parents during conversation that we would aim to resolve poor behaviour on the same day so that the sanction can be clearly linked to the poor behaviour. This is good practice especially for SEN children and it is our expectation that parents and carers support this approach

APPENDIX 2: TORFIELD HOME SCHOOL AGREEMENT

Torfield Home/School Agreement

School is a partnership involving pupils, parents/carers, staff and governors. Everyone has a role to play. In order for our learners to fully benefit from their time at school, it is important that adults are aware of how children can be well supported.

Torfield School will:

- Support and encourage all pupils to do their best.
- Set clear and challenging targets for learning and behaviour.
- Set homework/reading/home learning tasks where appropriate.
- Formally seek the views of all pupils about their school regularly.
- Keep families informed of their child's progress and achievements in a variety of ways.
- Provide an open, welcoming and supportive environment for families.
- Inform parents and carers as soon as possible of any concerns regarding their child.
- Communicate news and information regularly through newsletters, the school website and home/school books.
- Seek the views of parents and carers regularly.
- Encourage maximum attendance and punctuality by all pupils and support families to achieve this.
- Reward good work, effort and behaviour.
- Tackle poor behaviour firmly and consistently.

Parents and Carers will:

- Encourage maximum attendance and inform the school promptly of any absence.
- Ensure their child gets to school on time or is ready for their taxi.
- Keep informed about school events and news by reading information sent home with their child and by checking the school website.
- Inform the school of any changes in contact information and emergency telephone numbers.
- Attend the annual review, meetings and school events.
- Recognise and reward their child's progress and efforts.
- Support their child with homework/reading tasks.
- Inform the school of any changes likely to affect their child in school.
- Support the school to manage behaviour or conduct concerns.

Pupils will:

- Work hard to achieve their best.
- Be polite and be considerate of others and the environment.
- Follow school rules.

We understand the home school agreement and support this partnership.

Name of Parent/Carer	Name of child	Name of Senior Leader
Signature		Signature