

Elm Court School



Behaviour Policy

INTRODUCTION

This policy is aimed at supporting:

- Students to overcome any difficulties they may have and make the best possible progress in school
- Improvements in students' behaviour
- Students' ability to learn and practice behaviours that are appropriate to the school context
- Students progressively taking responsibility for their own behaviour and learning to manage their emotions in acceptable ways
- Effective teaching and learning

This policy is designed to guide the responses of all staff employed at Elm Court School. We believe that managing student behaviour is the responsibility of all staff, regardless of their role.

This document was developed as a result of consultation with staff¹, parents and students. It takes full account of Government guidance² and examples of best practice³ and should be read in conjunction with other relevant school policies⁴.

¹ During a training day on 2nd November 2010 and through subsequent consultation on the draft policy.

² *School Discipline and Pupil Behaviour Policies: Guidance for Schools*. DCSF. 2007

³ *Learning Behaviour, Principles and Practice: What Works in School (Section 2 of the report of the Practitioners' on School Behaviour and Discipline chaired by Sir Alan Steer)*. DCSF. 2005 and 2009

⁴ For example, policies on: anti-bullying, dealing with racist or sexist incidents, the use of force to control or restrain students, special educational needs.

ETHOS AND VALUES OF THE SCHOOL (general principles)

We believe that all at Elm Court School should actively contribute to a school ethos that:

- Ensures a warm and welcoming atmosphere for students, parents/carers, staff and visitors
- Promotes positive relationships and behaviours
- Provides effective teaching and learning experiences so that each student is given the fullest opportunity to achieve his/her full potential
- Encourages a student-centred approach, where the focus is on preventing the cause of negative behaviour rather than simply dealing with the symptoms
- Ensures that intervention and prevention are key to our school's approach rather than punishment
- Encourages understanding of the needs and behaviours of individuals
- Promotes equality of opportunity and tackles all forms of discrimination
- Ensures that our students have the fullest opportunities to integrate into the wider community

We believe that our school's ethos is powerfully communicated by an aesthetically pleasing environment. Consequently, we will strive to ensure that all parts of the building are kept clean and tidy with up-to-date displays that demonstrate what our students can achieve.

We also believe that all staff have a duty to communicate the school's ethos and values by treating students, parents/carers and visitors with respect at all times. This begins with the school entrance and staff on reception duties: students and staff can expect a courteous response at all times and visitors will always be greeted with a smile and receive an efficient service.

EXPECTATIONS OF STUDENT BEHAVIOUR

We expect all our students to:

- **Respect the school community by**
 - Respecting themselves and understanding that they are valued
 - Respecting other students, staff and personal property
 - Respecting the school's property and resources
 - Speaking to each other and staff respectfully
- **Come to school with an expectation to learn by**
 - Following the school and classroom rules
 - Trying their best to complete set tasks
 - Understanding when it is appropriate to talk and to listen
 - Asking for help with their work if they need it
- **Consult an adult if they have a problem and**
 - Trust adults to help them
 - Never resort to violence or verbal abuse to solve a problem
- **Take ownership of their behaviour with support from staff, where required**
- **Support each other in the school community by**
 - Helping each other with their learning and personal development
 - Caring for each other
- **Understand and abide by the school ethos by**
 - Following school and classroom rules

Expectations of all staff are that they will:

- **Consistently follow school's teaching & learning and behaviour policies**
- **Consistently apply the school's rules, rewards and consequences**
- **Always model desired behaviour**
- **Actively teach the skills necessary for students to manage their own behaviour**
- **Actively tackle all forms of discrimination**

PROMOTING POSITIVE BEHAVIOUR

Staff will promote positive behaviour by:

- Clearly and consistently communicating the school's expectations to students and their parents/carers through:
 - The *home-school agreement*
 - The *behaviour contract*
 - Regular formal meetings between tutors and their students
 - The setting and reviewing of behaviour improvement targets with students
 - Contact with parents/carers using the Home/School Diary, 'phone calls, cards and letters
- Providing a stimulating and well-planned creative curriculum, in which teaching strategies are differentiated to the abilities and needs of the students
- Providing a range of intervention programmes designed to meet the wide range of needs among the student population
- Providing students with regular feedback designed to enhance further learning
- Undertaking assessment for learning so that they are fully aware of each student's progress and use this information for further curriculum planning
- Using praise and rewards to acknowledge appropriate and improved behaviour, good work and effort
- Consistently acting as positive role models, especially in the way in which they speak to students and the consistency of their actions

SCHOOL RULES

We expect all students to arrive ready for school. To do this, they need to:

- Come to school every day, on time
- Wear school uniform at all times (remove all outdoor clothing including caps and hoods)
- Hand in mobile 'phones, MP3 players, hand-held games i.e. Nintendo DS and other valuables
- Leave fizzy drinks and sweets at home

In the classroom, students need to:

- Follow adult instructions
- Show respect to all staff and students
- Stay in class unless you have permission to leave
- Complete tasks set without distracting others
- Keep hands, objects and feet to oneself

In addition, around the school, students need to:

- Walk quietly and calmly around the building
- Always walk on the left
- Line up with your Teaching Assistant/Teacher
- Always be in the right place at the right time
- Respect the school and other people's property

Students also need to:

- Enter and leave the school in a sensible manner
- Be well behaved and considerate of others on the way to and from school, and when on school trips

REWARDS

Staff at Elm Court School use a hierarchy of rewards for achievement as shown by good work and appropriate and improved behaviour. These are:

1. The use of praise (e.g. including 'caught you being good')
2. Positive comments in student diary
3. High marks on the school's tracking sheet
4. Positive 'phone call home from tutor
5. Form Tutor card and snack voucher for reaching weekly target
6. Assistant Headteacher letter home for reaching weekly target three times
7. Headteacher letter home for reaching weekly target five times and £5 voucher

In addition, students may be given responsibility, individuals and/or groups may be nominated in the Achievement Book (in the staff room, certificates for good attendance, achievement in learning and positive behaviour).

CONSEQUENCES

The impact of staff disapproval should not be underestimated. Very often, an effective consequence can be agreed with a student, such as an act of reparation.

Consequences are likely to be more effective if they are directly related to the specific behaviour of the individual: for example, students clearing up a mess made by them.

Where possible, consequences should be supervised or followed up by the staff involved. Referral to Inclusion Team or Senior Leadership Team should only occur when lesser consequences have been ineffective or in an emergency.

Consequences available to all staff are:

1. Staff disapproval
2. Reminder of the rules by Class Teacher, Tutor or TA
3. A verbal warning by Class Teacher, Tutor or TA
4. Loss of privileges, such as losing time at break or lunch, losing classroom reward time and not being allowed to attend extra-curricular clubs/activities
5. A Teacher detention at break or lunch time, supervised by the member of staff involved
6. Detention after school (these must comply with legal requirements and take account of any transport issues)
7. 'Phone call home – this must be agreed with the Inclusion Team (there may be confidential issues) and recorded in writing
8. Letter home – This must be approved by the Headteacher before sending. One copy of the letter must be placed in the student's file and another given to the Inclusion Team

The following sanctions can be suggested by any member of staff but must be authorised by a member of the schools Senior Leadership Team:

- Confiscating students' possessions
- Financial reparation for damage
- Not being allowed to go on a school trip
- Supervised community service around school

The following can only be authorised by the Headteacher or, in her absence, the Assistant Headteacher:

- Arranging a meeting with parents
- Exclusion from school

WHOLE SCHOOL APPROACHES TO MANAGING BEHAVIOUR

- When inappropriate behaviour is persistent and/or extreme, the Teacher should use the school's "on-call" system or send a Teaching Assistant if necessary to alert the duty member of the Inclusion Team
- The Inclusion Team may:
 - Work in class with the student
 - Take the student away to talk about what has happened and /or use other techniques, such as the 4Ws or restorative language
 - Initiate a structured restorative approach
- Depending on the circumstances, a student may be:
 - Returned to class, if appropriate
 - Given work to complete away from the classroom
 - Sent to work in another class
 - Referred to the Headteacher

STUDENT SUPPORT SYSTEMS

The school has a range of interventions to support individual students experiencing specific difficulties. These include:

- Specific one-to-one support by Teaching Assistants, either in-class or on a withdrawal basis
- Peer mentoring
- The accelerated reading programme
- Specific interventions tailored to support the students' needs, particularly the priority needs identified in their statements of special educational needs and/or annual review documentation
- Interventions from outside agencies where available
- Interventions from the school's Inclusion Team

A range of external support services is available and if appropriate, students will be referred to external specialist services for social, medical or psychological interventions. In addition, staff can refer to a number of external agencies and organisations that offer a range of positive activities for young people, which may benefit some of our students. All referrals to external professionals, agencies or organisations must be agreed by the Headteacher prior to referral.

RULES

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- Walk quietly and calmly around the building
- Always walk on the left
- Line up with your TA/Teacher
- Always be in the right place at the right time
- Respect the school and other people's property

Students also need to:

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REWARDS

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CONSEQUENCES

- Reminder of the rules by Class Teacher, Tutor or TA
- Verbal warning by Class Teacher, Tutor or TA
- Loss of privileges
- A Teacher detention at break, lunch time or after school
- Phone call home
- Letter home
- Risk of exclusion/progress meeting with Parents/Carers
- Exclusion for severe behaviour