



Ash Villa School

**BEHAVIOUR
POLICY**

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Signed:  (Chair of Governors)

Date: 18 May 17

Signed:  (Headteacher)

Date: 18.5.17

This policy will be reviewed annually in the Spring Term. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. It has been written with consideration of DfE document 'Behaviour and Discipline in Schools' (January 2016).

The aim of this policy is to assist teachers to teach, not to constrict them; to enable learners to learn, not to oppress them, and to achieve an atmosphere of structure, order and calm where learning is possible. It is not a system to enforce rules but is a means of promoting good relationships. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

'Pupils impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. (Ofsted: grade descriptor for 'outstanding' August 2015)

In order to secure outstanding classroom behaviour there are three elements that need to work together:

- The consistent approach of this policy by all teachers.
- The skill and awareness of the individual teacher.
- The extent to which pupils learn to control and manage their own behaviour.

Consistency is vital, in the use of rewards, the application of sanctions and the management of discussion and questioning.

There are some aspects of behaviour management that lie outside of the school's system but depend on the ability of the teacher to be aware of and adapt and respond to different situations, for example:

- Developing awareness of what is going on throughout the classroom.
- Getting lessons off to purposeful starts.
- Anticipating situations where poor behaviour might develop.
- Modelling appropriate behaviour.
- Recognising that behaviour strategies work different for different people.

Active engagement of pupils in self-management of behaviour can be promoted by:

- Having classroom rules made fully clear and involving pupils in developing and refining them.
- Giving pupils responsibility.
- Recognising the contribution of pupils, either publically or privately.

At Ash Villa School we seek to create a whole school ethos that is based upon respect:

- respect for self;

- respect for others;
- respect for the environment.

We aim to create a calm, purposeful, respectful environment in which effective teaching and learning can take place, where pupils and staff can work with each other feeling safe from harm or abuse.

Our approach to managing pupils behaviour seeks to enhance self-esteem, develop positive social interaction, promote respect and develop understanding. This means that:

- all pupils are valued positively without prejudice;
- unacceptable behaviour is addressed assertively;
- the consequences of unacceptable behaviour are both publicly and privately stated;
- the pupils' integrity and self-respect are always maintained;
- pupils are always valued as individuals.

Expectations of pupils:

- To conduct themselves in a safe, sensible manner and show regard to others.
- To follow reasonable instructions given by the teacher.
- To behave in a reasonable and polite manner to all staff and pupils.
- To show respect for the opinions and beliefs of others.
- To show respect for the working environment.

The behavioural expectations are embedded in the schools Code of Conduct, which is periodically reviewed by staff, pupils and governors.



Ash Villa School Code of Conduct

- ◆ Respect and accept each other.

- ◆ Always try to work to the best of your ability.

- ◆ Try to remain calm and talk to staff.

- ◆ Co-operate with staff and students.

- ◆ Ask questions.

- ◆ Be aware of other students when working.

Expectations of staff:

- To follow the Lincolnshire County Council Code of Conduct for all employees.
- To create a swift and purposeful start to the lesson.
- To endeavour to be on time for the lessons.
- To reinforce clear expectations of behaviour.
- To deliver suitably planned and structured lessons which meet the needs of all individual needs.
- To deal with incidents of inappropriate behaviour by following the school's procedures.
- To promote and reinforce positive behaviour in the classroom.

Expectations of parents/carers:

- To work in partnership with the school to ensure good behaviour.
- To inform staff of any concerns.
- To respond to concerns raised by members of staff.

All pupils participate with their teachers in identifying their specific personal development targets (PDPs). These targets are subject to regular review.

Pupils behaviour is acknowledged through lesson by lesson evaluation which is recorded in each student's planner. This is a vital component in the process of accountability. Pupils are required to evaluate their own behaviour which is measured against the teacher evaluation. This process enables pupils to take responsibility for their own behaviour.

An essential feature of a good school is high standards of behaviour. Ash Villa School provides a structured environment for pupils to learn that they are accountable for what they do and say. When the Code of Conduct is breached this will be addressed. Our whole school reward system reinforces positive behaviour. Negative behaviours will be managed by the appropriate member of staff who will use sanctions discerningly.

School Reward Scheme

All pupils take part in the school's reward scheme. For every subject objective awarded pupil's score one point. One point is also given for every completed personal development target. Teacher's Commendations carry three points and Headteacher's Commendations five points.

In addition, pupils score up to three points per lesson for their behaviour, awarded by the teacher at the end of each lesson and written in the pupil planner. At the end of each week the pupil's behaviour score is divided by the number of lessons attended to give an average score for the week. This is then added to the accumulated points for subject objectives, personal development targets and commendations.

For every 50 points achieved pupil's receive a certificate and a £5 gift card. Their score then resets, i.e. if they achieved 53 points they would start back at 3 for their next award.

The scoring system for behaviour is as follows:

Ash Villa Points System

| Behaviour | Points |
|--------------|--------|
| Excellent | 3 |
| Good | 2 |
| Acceptable | 1 |
| Unacceptable | 0 |

Rewards

Praising pupils will raise their self-esteem, help them to accept praise, enable them to learn to appreciate their strengths, recognise the success of others and help them to become positive members of society. Praise can be linked to work, effort, willingness, contribution, cooperation, teamwork, thoughtful actions towards and for others and personal achievement. It should be given when:

- it is above the standard of our pupil group;
- it is above the standard for that student;
- it is of a consistently good standard.

Rewards should not be given:

- as bribes (eg for classroom control);
- on demand;
- in a way which causes embarrassment;
- in a way which devalues their worth to others (eg over use).

Rewards can take the form of:

- positive comments in class;
- written remarks identifying specific successes either on pupils work or in student's planners;

- commendations or Headteacher's Awards;
- verbal commendations during the daily Whole School Meeting;
- a letter home to parents / carers;
- Certificates of Achievement that are a cumulative celebration of work and behaviour (that include gift cards that can only be spent at certain retail outlets).

Sanctions

The school's standards of behaviour aim to facilitate effective learning. Our aim is to help prepare our pupils to take their place in society. Pupils do not always conform to the expected standards of behaviour and a system of sanctions is therefore required. The school may seek reparation in whatever form to reimburse loss.

Sanctions will be linked to work, effort, behaviour and personal conduct and should be given when behaviour, work or effort is:

- below the standard expected by the school;
- below the standard of that student;
- of a consistently poor standard.

Sanctions should:

- not take the form of negative comments – especially about the person;
- not punish a whole group;
- not demonstrate inconsistency;
- not make empty threats.
- not be excessive.
- not refer a student with a request for a specific sanction to be imposed (eg I want **** put on detention).
- not involve aggressive shouting.
- not contain puts downs, sarcasm, ridicule or humiliation.
- not cause intentional embarrassment.
- not label the child but should identify their offending behaviour.

Sanctions can take the form of:

- verbal challenge that identifies the inappropriate behaviour.
- a clear show of disapproval such as a look or by talking to the pupil (this may have to take place at another time outside of the lesson).
- pupils should be moved in class if their present position is influencing their ability to learn or influencing the learning of others.
- work being repeated or completed by a certain deadline and in the pupil's own time .
- withdrawal from classroom to work in separate space.
- return to Unit until able to behave appropriately in school.
- referral to Headteacher.

Mild problems, such as interrupting, low-level disruption and noise should be dealt with by the class teacher. More serious problems such as answering back to the teacher, hitting in temper, stealing, obscene language, bullying, fighting and racist language should be reported to the Headteacher.

If a pupil's behaviour is consistently inappropriate the Headteacher will, in consultation with the Unit Manager and parents / carers, draft a formal agreement. This agreement will define the expectations and state clearly the consequences of the inappropriate behaviour. In extreme cases this may invoke formal exclusion procedures (either fixed term or permanent). This agreement will be agreed and signed by all parties involved.

If a pupil demonstrates extreme levels of inappropriate behaviour (eg assaulting peers / staff or damaging furniture), staff have access to personal alarms. This system is in place throughout the school and Unit and it alerts staff to an emergency situation. At this extreme point school will use the positive handling techniques learned through 'Team Teach' training. All staff will attend the initial 'Team Teach' training and subsequent refresher training every two years. The training will cover both de-escalation and positive handling techniques.

Support for Staff

It is important to remember that all members of staff work collectively to ensure and maintain the highest standards of behaviour.

Support is available at every stage and in every situation. Rather than work in isolation it is much better to seek help and use the procedures that exist.

Staff are encouraged to discuss behaviour issues with colleagues as further information may come to light which may prove useful in resolving a situation.

Asking a colleague or the Headteacher to visit and observe can help behaviour management in the classroom. Advice and suggestions based on observation are often of real practical benefit.

Staff can be assisted in their work by related INSET. The Headteacher should be contacted about what possibilities exist.

Management of behaviour requires all staff to have an open attitude and a willingness to take advice. Potential explanations and reasons behind behaviour issues should be explored and investigated and taking negative behaviour at face value should be avoided. Staff have a collective responsibility to promote good behaviour to help ensure a consistent approach across the school to ensure that all students know what is expected of them.

Strategies

Procedures – Strategies for Promoting Good Behaviour

We firmly believe in an active partnership between parents / carers and school:

- praising students for good behaviour (eg letters home, comments at Parents / Carers Meetings);
- broadcasting information about successful events via newsletter or local newspaper;
- regular whole school Community Meetings which help to promote good behaviour;
- staff being visible around the school, being seen to be interested in the students and in good self discipline;
- learning the names of students to let them know they belong;
- displaying examples of good student work;
- offering extra curricular activities when the opportunity arises;
- rewarding good behaviour as appropriate;
- employing a flexible approach to the curriculum to attempt to meet the needs of all students;
- pleasant school environment;
- adults' role as role models;
- creating calm and orderly movement around the school;
- providing students with opportunities to discuss the values which they regard as important;

- use of tutor group time;
- use of professional and positive language when dealing with students;
- aim for self-discipline.

Procedures – Strategies for Discouraging Poor Behaviour

There is a range of strategies for discouraging poor behaviour:

- using sanctions as appropriate;
- daily whole school meetings;
- staff being visible around the school, being seen to be interested in the students and in good self-discipline;
- learning the names of students to let them know they belong;
- addressing poor behaviour, not the child but their action;
- pleasant school environment and suitable organisational strategies;
- seeking information and support from students;
- no tolerance of bullying;
- use of parents / carers and external agencies;
- use of tutor group time;
- organisational strategies;
- adults as role models (eg punctuality, standards of dress);
- creating calm, orderly movement.

School Dress Code

Pupils at Ash Villa School are expected to keep to the following Dress Code:

Ash Villa School Dress Code

- Students are not required to wear the uniforms of their mainstream schools.
- Appropriate tops to wear in school are shirts, polo shirts, sweatshirts or T-shirts. They can have appropriate designs and logos on them.
- Students can wear trousers, jeans or skirts. Jeans should not be 'ripped' in design, for example at the knees. Shorts and skirts of an appropriate length can be worn in school.
- Students should wear sensible shoes with low heels. Trainers are allowed to be worn in school.
- Appropriate make up can be worn in school.
- Piercings can be worn in school, providing they do not pose a health and safety risk.
- T-shirts and shorts (or tracksuit trousers) are required for PE lessons, alongside trainers.
- Jewellery and watches should be removed prior to the start of practical PE and food education lessons.

General Expectations

In addition to our Code of Conduct pupils are asked to:

- not eat food and drink on the school premises (unless as part of a lesson);
- not chew gum;
- avoid inappropriate physical contact;
- show respect for the school buildings, equipment and resources;
- not bring mobile phones into school or on school visits and activities.

Monitoring

All incidents relating to behaviour should be recorded. Minor incidents and disruption are recorded in the school's Incident Log which is kept in the school office. More serious issues and all those requiring physical intervention are recorded in the school's Incident Record Book, also kept in the school office. All incidents that are recorded must be reported to the Headteacher who will then take the appropriate action. The Headteacher will, in turn, report all incidents to the Governing Body termly.