



# Behaviour Policy

## INTRODUCTION

Northleigh House School believe that we promote good behaviour by creating a happy caring school environment where students, parents/carers and school personnel feel valued and respected and where anti-social behaviour is not accepted.

Our management of behaviour in school is based on the philosophy of Assertive Discipline.

## AIMS

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote a shared responsibility for the management of behaviour in all areas of the school.
- To promote positive behaviour for learning.

## PROCEDURE

### Role of the Trustees

- The Trustees have:
  - appointed a member of staff to be responsible for promoting positive pupil behaviour; (the School Director)
  - nominated a Trustee to visit the school regularly, to liaise with the School Director and to report back to the Trustees;
  - responsibility for the effective implementation, monitoring and evaluation of this policy.

## **Role of the School Director**

- The School Director will:
  - work with all school personnel to create and maintain a working environment that is happy, caring and stimulating and where students can realise their full potential;
  - promote positive behaviour for learning for all students;
  - monitor and evaluate this policy
  - monitor and evaluate records of behavioural incidents
  - work with all school personnel to promote good standards of behaviour throughout the school;
  - provide guidance and support to all staff;
  - keep up to date with new developments and resources;
  - organise courses for all school personnel on behaviour management and restraint;
  - review and monitor;
  - annually report to the Trustees on the success of this policy.

## **Role of Teachers**

- Teachers must:
  - be consistent and apply a positive approach towards discipline at all times;
  - create a welcoming class environment with good displays of student's work which develop pupil self-esteem by showing the value of every individual's contribution;
  - organise their classroom to develop independence and personal initiative;
  - arrange furniture to provide an environment that is conducive to on-task behaviour;
  - arrange materials and resources to help accessibility and reduce uncertainty and disruption
  - promote good learning behaviour by maintaining positive attitudes at all times;
  - establish high quality relationships with the students;
  - promote high expectations for all school activities;
  - use a variety of teaching approaches that will help to encourage positive learning behaviour patterns;
  - plan interesting lessons that are well organised with clear objectives and with the work differentiated to cater for all abilities;
  - promote and celebrate student effort and achievement;
  - record any behavioural incidences which are not dealt with by steps 1 -3 of 'corrective actions' (see appendix 4)
  - be trained to deal with challenging behaviour and the techniques of restraint.

## **Role of Students**

- Students must:
  - be aware of and comply with the school rules and sanctions;
  - be aware that they have an important role to play in determining and promoting this policy through their own behaviour.

## **Role of Parent/Carers**

- Parents/carers must:
  - work closely with the school to ensure that their children help maintain a safe and secure school environment;
  - sign the home school agreement;
  - promote the positive ethos of the school with their children.

## **School Rules of Conduct**

1. Consider the feelings of others.
2. Listen carefully when people are talking to you.
3. Talk through problems.
4. Be patient.
5. Take pride in what you are doing.
6. Look after your school.
7. Look for things that are positive.
8. Enjoy yourself.

All students have been informed of Rules of Conduct and are expected to adhere to them. These rules are reviewed periodically or when the need arises.

## **Incidents**

See Appendix 5: Critical Incidents.

## **Celebration of Effort and Achievement**

Good behaviour is celebrated, regular praise and encouragement is part of the school ethos.

Date: **September 2018**

Review Date: **September 2020**

## **Behaviour Policy**

### **Appendix 1. Philosophy**

Behaviour is managed most successfully when staff use positive strategies to reinforce appropriate behaviour and marginalize the behaviour that is inappropriate.

This school believes that encouragement works better than punishment.

Good behaviour in school is based on showing care and consideration for others.

We aim to teach our students tolerance towards others and community responsibility.

We believe that good discipline is essential for the school to maintain a happy and purposeful working atmosphere and is a positive preparation for life.

Unacceptable behaviour will not be tolerated, especially when it impacts on other members of the school community.

Depending on its severity, unacceptable behaviour may result in

- Letter/email home from the School Director
- Meeting between parents/carers/student/teacher/School Director or a member of the senior management team to agree support strategies
- Fixed term or permanent exclusion

### **Disruptive Classroom behaviour**

- If student is being disruptive, they will be given one verbal warning.
- If the behaviour continues, the student will be sent out of the lesson and supervised by a member of staff who is not teaching.
- The student may be excluded from the next subject lesson and may be in isolation supervised by a member of staff who is not teaching.

We cannot assume that all students will have a common understanding of what is acceptable behaviour.

The school will teach a clear set of ground rules for each type of school activity.

For example

Ground rules will be agreed with each class at the beginning of each academic year

Understanding of the ground rules and how to maintain them will be taught

Ground rules and strategies will be revisited/developed as appropriate.

Ground rules and strategies will also be taught for other areas of school activity.

In order to safeguard students and to cause the least amount of disruption in school, mobile phones are collected at the beginning of the day and kept in a locked box. It is therefore recommended that students do not bring mobiles to school and if they do so, this is done at the owners' risk.

## **Appendix 2. Assertive Discipline**

- Be absolutely clear about what you want
- Be able to notice and respond appropriately to people around you – be sensitive to the needs of others
- Be able to use your full repertoire of responses – soft, gentle, humorous etc
- Assertively acknowledge people who meet your expectations
- Stick to the point, do not be side-tracked, do not give up
- Keep calm
- Let people know in a respectful manner when you are not happy with their actions.
- Be assertive
- Have a plan
- Teach responsible behaviour
  - Give clear instructions
  - Provide supportive feedback
  - Take corrective action

## **Appendix 3. Supportive Feedback - Motivation**

**Non verbal:** smiles, nods of encouragement, 'thumbs up' etc

**Verbal: Positive repetition**

- Give clear instruction
- Look for those who follow straight away
- Recognise them and describe their behaviour, repeating the instruction so that others can hear it

For example:

'OK everyone, stop writing now; put down your pens and look this way'

'Well done (insert name(s) of student(s)). They have stopped writing, they have put their pens down and they have looking this way. Thank you!'

#### **Appendix 4. Corrective Feedback**

Corrective actions should be

- Balanced with support
- Choice emphasized
- Consistently applied
- In a hierarchy

**Non verbal:** a 'look', a frown etc

**Verbal:** a reminder of the instruction

#### **Corrective Actions**

The agreed corrective actions are as below:

1. Student given a verbal warning
2. Student sent out of their lesson and supervised by a member of staff who is not teaching.
3. The student may be excluded from the next subject lesson and if this is the case, they will be in isolation supervised by a member of staff who is not teaching.

These will always be presented as a choice.

Eg.

'The instruction is to ..... if you choose not to follow that instruction you will have to ..... and that will mean..... that is your choice.'

#### **Corrective feedback refocusing strategies**

- Name target behaviour
- Drop your voice – lowers tension
- Acknowledge the other person's emotion
- Repeat the instruction

## **Appendix 5. Critical Incidents**

At Northleigh School the safety of all members of the school community is paramount. We recognise that all students and adults have a right to feel safe and secure, and able to carry out their daily activities.

Staff and Trustees of the school recognise that occasionally there may be an incident which impinges upon this right. This may be classed as a critical incident.

At Northleigh School a critical incident is described as an incident, which involves:

- Significant physical harm to another student
- Physical harm to an adult
- Self harm
- Sustained and substantial damage to property

In the case of a critical incident staff must:

Remove the offending child to a place of safety/remove affected students to a place of safety\*

Alert the School Director or another senior member of staff

The senior staff member, supported by another adult, will supervise the student involved in the critical incident.

The senior staff member will decide upon the appropriate action to take in line with the school's behaviour policy.

In the case of an adult causing the critical incident, all students should be moved to a place of safety immediately, the School Director or senior member of staff alerted and the police called by dialling 999.

The school will endeavour to contact parents of a student who is involved in a critical incident as soon as is practicably possible.

\*The student(s) involved should be requested to go to the School Director or senior member of staff. If S/he, refuses the member of staff should come to them.

Physical restraint may be used when a student or others are at immediate risk of physical harm and must then only be used by persons trained in these techniques.