Orchardside School Behaviour Management Policy

We believe that:

- Students who feel safe, valued, cared about and successful tend to respond in a more positive and appropriate way
- When students are treated consistently, they are able to distinguish between desirable and undesirable behaviour, they begin to feel safe and trust in the predictable environment, enabling them to take risks in their learning
- If the ethos of the classroom and the school is positive, there will be an atmosphere of mutual respect and enhancement of self esteem
- Good discipline can be clear and firm, yet supportive
- When we feel happy and we are enjoying our activities, we learn far better
- Emotional issues impact on behaviour, but do not excuse it
- Acceptable behaviour needs to be modelled and taught in the same way as any new skill

We aim:

- To create a warm, caring, calm and orderly atmosphere of belonging in the school that positively promotes learning and a sense of community
- To achieve consistency of attitude and response by staff which gives a sense of security and safety
- To promote in all pupils a sense of self-discipline and an ability to take responsibility for their actions
- To create a climate of mutual respect between all students, staff and visitors and a proper concern and respect for the school environment
- To help pupils change their anti-social and challenging behaviour that causes them so much unhappiness
- To create an environment that is safe, physically and emotionally, for everyone in the school
- To develop a partnership with parents which recognises and respects important factors in the home life and experience of the student

Teaching and Learning

We recognise that well planned, interesting lessons which are well structured and organised, experiential and contextualised to the child are crucial elements of good practice.

Learning is the central focus of all we do. We strive to create the stimulating and engaging environment and the conditions that facilitate every aspect of learning. Routines also give a sense of security and are crucial to the establishment of effective teaching and learning.

Establishing Shared Routines for Teaching and Learning

We recognise that establishing and maintaining simple routines is a powerful way of helping our students to create the right conditions for learning and for changing their negative responses.

Our routines are meant to help the children and supportive. So we explain their purpose and make sure they make sense to the child; that they help to promote learning and reduce friction between child and child and child and adult Here are some of the guidelines we follow for classroom practice:

• We are always in class before the pupils to greet them on their arrival in the morning and after other break times.

• We plan learning thoroughly to be stimulating, coherent and well-organised.

• We have the work well prepared, including specifically differentiated materials for pupils who need them.

 • Each lesson starts with the learning intention and success criteria of the lesson explained and clearly written.

• Each lesson ends with a summary of what has been taught, followed by a self-review and general overview of what has been learned, this will include students self-assessing their achievements.

• We make sure that the room is tidy and laid out thoughtfully and all the materials and equipment are ready for use.

• We display the student's work prominently and attractively.

• We establish positive norms of behaviour.

• We model clear communication and positive interactions between each other and between adults and students.

• We establish and insist on routines for entering and leaving the classroom

Rewards

We appreciate that one of the best rewards for a child is genuine praise. We praise children for their achievements. We try to ensure that in all our interactions with pupils the number of positive comments far outweighs any negative comments. We are always alert to praise a child at every opportunity; **'catching them doing the right thing'**.

We try to make our praise authentic and precise. We look the child in the eye and say seriously something like, "Akile, I like the way you did not retaliate when provoked, that shows strength of mind. Well done."

We know that excessive or insincere praise devalues the process and confuses the pupil so we avoid it.

A hierarchy of rewards
- Points
- Phone call home
- Post card home
- Certificate
- The Orchardside Work of the Week Award
- Student given a leadership role.
- Student given some extra free time
- A record of positive behaviour added to the achievement folder
- Student given a special responsibility
- Reward Trips

Points System (GPS)

All groups will have a weekly tracking sheet and students can achieve up to 3 points for each session. For each teaching session, teachers provide a tracking score according to the following criteria:

- **3 points = a good lesson**
  Good progress made with lesson objectives fully achieved.

- **2 points = an OK lesson**
  Progress is fair, though not all lesson objectives were met *or where students have been refocused from the lesson at any point a 2 is the maximum score.*

- **1 points   = a disappointing lesson**
  Progress was unsatisfactory and few of the lesson objectives fully met. No star can be awarded.

- **0 points = a poor lesson**
  No attempt to complete the work was made. No star can be awarded.

These rewards are clear and understood by all.

Monitoring and Recording

SIMs will be used as the tool to record positive and negative behaviour, to assign points and group stars and to create the tracking data that will be used by teachers, LSAs and senior leaders to assess the progress students are making towards becoming self- regulating.

Parental/Carer expectations:

- Support Orchardside School on attendance and punctuality by notifying the school of any absences or lateness
- Notify Orchardside School of any factors which may affect the behaviour of their child
- Support the student by attending review and other meetings
- Be aware of and trust the Orcharside School Behaviour Policy

Promoting Positive Relationships

It is our view that the deliberate, skillful cultivation by the staff member of positive relationships with the children is the cornerstone of all successful behaviour and mood management

Through our interactions with each other, we model positive and respectful relationships for the students. Language and listening skills are key elements in this.

Prevention of challenging behaviour

We choose preventative strategies, our structure and routine of our school day supports this. We try to minimise the occurrences of challenging behaviour by:

• establishing positive relationships with pupils and parents/carers

• creating a positive supportive climate in the classroom

• being in the class before the pupils arrive or travelling with pupils

• providing a constant adult presence, never leaving the children unsupervised

• having well planned, meaningful lessons differentiated to meet the needs of the pupils

• making connections with previous work

• ensuring equipment or materials needed are available and in working order

• having well-established routines for behaviour

• teaching the children strategies to deal with anger and frustration

• using social problem solving skills, circle time and mediation.

• using appropriate humour and relationships to ensure all children feel a sense of belonging in their class groups.

Sanctions

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Where a sanction is required, teachers will inform the key worker who will inform the relevant member of SLT.

Hierarchy of sanctions to be applied (in order of severity):
1. Phased dismissal
2. Clean up
3. After school reflection time of 15-45 minutes (where productive work is undertaken).
4. Internal exclusion (for 1or 2 lessons)
5. Internal exclusion (for a day)
6. External exclusion

Protocols and Guidance for Positive Management of Behaviour for Learning- for all staff

All adults are expected to make some form of intervention when any inappropriate behaviours are witnessed. The following provides a guide as to how interventions can be best made:

Tone and Level
- Staff should remain calm regardless of the behaviour.
- Polite requests rather than orders should be made.
- Inappropriate raising of voices and sarcasm should not be used.
- Non- verbal interventions may work better.

Identifying Behaviour

- Staff should make the particular offending behaviour explicit to the student and as clearly indicate what should be done to address the behaviour.
- Staff should encourage students to understand why their behaviour is inappropriate and avoid asking rhetorical or provocative questions.

Immediacy

- Any intervention should be made immediately after the behaviour has taken place, unless, in the judgement of teachers or managers, a 'cooling down' period or a considered response gap is required.

Awareness

- Staff are responsible for the active monitoring of behaviour within their classrooms and while supervising social times (lunch, breaks, assemblies etc).
- Alertness is important to pre-empt major incidents.
- Incidents of poor behaviour should be recorded and addressed with the minimum of intrusion.

Take Up Time

- Students should be afforded time to react to an instruction. Staff are advised not to comment on the 'secondary' reluctant or sulky behaviour which might be demonstrated while the student considers and then acts upon the instruction.

Consequences

The certainty of consequence not the severity (consistency) should be clearly defined for the student.

- Ensure sanctions are balanced by rewards.
- Build trust and respect and maintain high expectations of behaviour, work and attitude.
- Avoid displays of anger.
- Any consequence should be proportionate and related to the behaiour displayed by the student.

Personal Space

- Personal space must be respected.
- Physical intervention may be unavoidable (eg when breaking up a fight, preventing self-harm or in an adult's own self defence); staff must be clear of the health and safety implications.
- Age, maturity and any additional or special needs including medical and mental health issues need to be taken into account when deciding to make physical contact.
- All serious incidents should be logged (Appendix 1).

Supervision
- Students are to be supervised at all times while they are on the premises.
- Students leaving lessons for any reason should be accompanied by a member of staff. Where support is not available in a lesson the teacher should call for a member of staff to assist.
- Where the student has left the room without permission, a member of staff should be called.

Pupil reponsibilities

We expect pupils to:

- Attend regularly and be on time for school and lessons

- Show respect to all members of the school and local community

- Fulfil their potential through completing their work

- Accept rules, sanctions and rewards

- Allow themselves and others to learn

- Treat furniture and equipment properly and not cause damage

Internal exclusion

Pupils will be taken to the IE room after you have issued three warnings against the responsibilities areas listed above.

Internal Exclusion Room

- Pupils will complete work while in this room

- Those on internal exclusion will not access break or lunch time

- There will be a member of staff timetabled to be in the IE room supporting the students

- Behaviour team staff will be based in the IE room to also support pupils.

- The room will be based in the LRC

- Students who receive internal exclusions will spend the whole day in the Internal Exclusion (IE) room

- Students who have received three warnings about their behaviour for learning in a lesson will be taken to the IE room

- Students, after completing their reflection paperwork, will return to their next lesson

Students who are unable to access the learning for reasons outside of their control:
- Family issues
- Health reasons
- Outside agencies issues
- Emotional needs

Will not be sent to the IE room but will spend their time in Kevin's office until they are able to return to the classroom

External exclusion

The vast majority of behaviour is managed in school however, on occasion a student might be asked to leave the school premises. In cases where s/he refuses to leave an appropriate staff member will contact parents and, if necessary, the police.

Behaviours that could result in exclusion or a review of placement are:

- Verbal or physical abuse of staff
- Bullying – physical, verbal, emotional
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality or disability
- Carrying an offensive weapon
- Use or sale of alcohol or other mood –changing drugs
- Deliberate damage or theft of property
- Smoking in or around the building

- Refusing to leave the building when asked
- Gambling

Serious incident procedures

In the event of a serious incident, alongside the recording of the incident onto SIM's the following procedures will take place:

Students involved in a serious incident will be removed and kept way from students and involved staff until the incident has been resolved.

SLT will check on the well- being of the staff involved and if necessary remove them from contact with any students.

A serious incident report will need to be completed by all involved members of staff (see appendix 1).

SLT will then decide upon actions to be taken.

Physical Restraint

See Orchardside School Positive Handling Policy.

Drugs

See Orchardside School Drugs Policy

Bullying

See Orchardside School Bullying Policy.   **March 2018**

Orchardside School Serious Incident Report

Name of student	Group
Date	Time
Place	
Name of staff involved	
Names of Witnesses	
Details of Incident	
Name of Staff member	
Signature	