



Behaviour for Learning Policy 2018-19

We have taken into account reasonable adjustments that we have made in applying this behaviour policy

General Philosophy

The philosophy of the Behaviour Policy of Prospect School is embodied in the Code of Conduct. We have high expectations of students whilst acknowledging that their needs make it more difficult for them to make good choices about their behaviour at times, and they rely heavily on the support and skill of adults to help them with this.

We are a school which is committed to the Restorative Approach (Appendix A - Flow chart for Restorative Approach), and this is at the heart of all our actions in response to situations where behaviour has not been acceptable.

Code of Conduct

Respect and treat others as you would like them to treat you.

Refer to (call) others by their proper names

Be prepared for lessons and join in fully

Take good care of our school

Move sensibly around school

Introduction

Prospect promotes a high standard of behaviour and an atmosphere where all members of the school are valued as individuals. The school believes in the development of self esteem, respect for others and self discipline. **The golden rule for all members of the school community is ...**

‘Treat others as you would like to be treated yourself’.

Students are **expected** to be polite and to show respect for other people and property. In class, students should join in the lesson to the best of their ability by listening carefully, answering and asking questions and by taking part fully in activities.

At Prospect great emphasis is placed on positive reinforcement of behaviour through praise. We believe in ‘catching students getting it right!’ Students’ confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written. Positive and constructive comments are written in their behaviour logs to recognise effort, improvement and achievement of targets set. Merit points are awarded as rewards for helpfulness, kindness to others, positive attitude, politeness and effort in work. At the end of week whole school assembly there is an opportunity for students to be recognised through the awards of ‘Citizen of the Week’ & ‘Learner of the Week’ as well as citations for effort and effective Language and Communication skills.

Aims of the Policy

- to develop a moral framework within which initiative, responsibility and sound relationships can flourish;
- to enable students to develop a sense of self worth and a respect and tolerance for others;
- to promote an environment in which children feel safe, secure and respected.
- To enable all our stakeholders to share common expectations of each other.

Objectives

For students to show:

- self confidence;
- self control;

- respect and tolerance for others;
- pride in their achievements;
- an interest in their activities;
- empathy with others' feelings;

For students to develop:

- responsibility for their learning and their environment;
- an independence of mind and self esteem;
- a sense of fairness;
- an understanding of the need for rules;
- a respect and tolerance for others' ways of life and different opinions
- the ability to accept fair criticism;
- attitudes which do not discriminate against or demean any group with protected characteristics
- a tenacious approach to tasks;
- an resilient reaction to bullying and abuse alongside a rejection of it as a behaviour

Implementation

Staff will...

- always do everything possible to make it easy for students to make 'the right choice'.
- treat all students equally, irrespective of any characteristics eg gender, race, religion, sexual orientation;
- play an active part in building up a sense of community and will apply the agreed standards of behaviour consistently;
- have a responsibility to model the type of behaviour expected from students;
- be alert to signs of bullying and harassment and deal firmly with such problems, in line with school policies.
- record any incident of protected characteristic harassment and alert the Headteacher and other staff;
- deal sensitively with students in distress; listen to them and deal with any incident appropriately;
- support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.

Students...

- should treat others as they would like be treated ie fairly and with tolerance and respect for other's views and rights;
- should accept responsibility for their own choices and actions;
- will have their achievements, academic or otherwise recognised.
- will be able to access all rewards.
- will have assemblies as an opportunity to acknowledge achievements and to foster a sense of community.
- will have examples of their work and achievements displayed in the classrooms and around the school.
- should be given opportunities to show responsibility by taking turns to do appropriate tasks.

Rewarding good Behaviour

Rewards for good behaviour include:

- praise from staff;
- quality time in the classroom when good work and good behaviour are acknowledged;
- Informing parents (verbally or by letter home)
- individual rewards which contribute to class/group rewards to develop a sense of community
- showing good work to the Headteacher or Deputy;
- celebration of good work in assembly;

- the use of awards - individual staff may wish to award merits or other rewards at their discretion
- additional activities or time with favourite staff

Unacceptable Behaviour

Unacceptable behaviour includes

- non-compliance to a reasonable instruction;
- foul language and swearing;
- making unkind remarks;
- damaging property;
- biting, spitting, hitting and kicking;
- answering back, rudeness or aggression to adults;
- stealing;
- refusal to attend lessons/truancy, absconding from school;
- racist / sexist/ homophobic etc comments;
- bullying;
- interfering with staff working with other students in difficulty
- disturbing the learning of others in any way
- possession of a 'weapon' or illegal drugs.
- dangerous behaviour on transport
- smoking on school property or anywhere during school time and whilst being transported

Consequences

When students' behaviour falls below an acceptable standard a range of consequences may be used to correct this. A firm reminder of the school's expectations from a member of staff is expected to be sufficient to correct most misbehaviour. However, if this fails to correct the behaviour of a student the following procedures may be adopted:

In the classroom

Time out - removal from the scene of an incident. This may mean working at a different place, working in another classroom, a 'quiet' room or in the Headteacher's / Staff office

- Behaviour targets not met
- Completion of unfinished work.
- Loss of privileges
- Loss of 'down'/social time

In the playground (social time) or out on an activity

- A student is removed for a cooling off period.
- Loss of a period of future social time

On transportation

- If the behaviour is deemed to be a danger to others then it may be necessary for the Local Authority to remove the student from the transport or the student to be prevented from travelling on school (trip) journeys

In some cases, the behaviour could lead to a temporary withdrawal of transportation.

If the above consequences do not lead to a modification of behaviour, the following may be considered.

- Exclusion from a favoured activity - this should be immediate and should only be used occasionally. It has to be considered whether it is educationally sound to deprive children

of particular lessons. They cannot learn to behave in lessons if they are removed from them.

- Exclusion from the right to represent the school. Again, ideally this sanction should be used only rarely.
 - A verbal reprimand from senior member of staff - Head or Deputy Head.
 - A requirement for a written apology or other reparation eg groundwork, repairing damage
 - A letter/telephone call to a parent from the Head teacher or Deputy.
 - An after school detention*
 - A meeting with parents
 - Referral to the police as a criminal matter
 - Other consequences following discussion between parents, class teacher and headteacher
- Exclusion from school (LA guidelines to be followed).

Failure to comply with any sanction could lead to another next in the hierarchy being set.

- * Where appropriate we will aim to give 24 hours notice of after school detentions, for the convenience of parents/carers and to allow time for any transport arrangements to be made. However, we find that detentions are more effective if they are immediate, so we will try to contact home by telephone in the hope that this can be made possible.

Absconding

- In general, if a student absconds from the school site, re-admittance to the building for the remainder of the school day will be denied. The student will have excluded themselves for this period.

Search and confiscation

- The Headteacher has the right to search for and confiscate from any student weapons or illegal drugs if it is suspected that such objects are in their possession. Failure to comply with this **will** result in police intervention. The Headteacher also has the right to search for and confiscate any item banned by the school or considered contraband eg cigarettes, lighters. Failure to comply with a search for these items may result in the student being prevented from entering, or having to leave the school site. This does not constitute an exclusion, but an unauthorised absence. See *Screening, Searching & Confiscation*; DfE July 2011

Positive handling (restraint)

- On occasion it may be necessary to use positive handling (restraint) with students for their own safety, the safety of others and the prevention of damage to property. In general, this will be reactive to a risk, not to manage behaviour but in any case this will be done by trained staff. There is a separate policy for positive handling.

Racist/homophobic remarks/abuse

- This behaviour will not be tolerated; all incidences will be recorded and reported to the LA (in accordance with guidelines). Racist and homophobic behaviours are offences under the criminal law and students who persistently fail to respond to school sanctions will be reported to the police.

Bullying

- The school has a separate policy for dealing with incidents of bullying.

Role of Parents

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important.

It is important that teachers can depend on full support in dealing with their child's behaviour. This is clearly outlined in the Home/School agreement which every parent and student signs as part of our induction process.

In general, we would expect that parents/carers to attend a meeting of re-inclusion in order to discuss the issues arising from the exclusion and to set strategies/expectations for the way forward.

We expect Parents:

- to keep us informed of behaviour difficulties they may be experiencing at home;
- inform us of any issue which may affect their child's performance or behaviour at school e.g. problems with medication, a death in the family, changes of family circumstances;
- inform us about their child's ill health and any absences connected with it
- support the school fully with any sanctions particularly involving restorative or reparation work, especially in relation to making amends for damage caused

To support parents the school will endeavour to achieve good home/school liaison by:

- promoting a welcoming environment within the school;
- giving parents regular constructive and positive comments on their child's work and behaviour;
- communicating regular information about school events, achievements and issues of concern.
- encouraging parents to come into school on occasions other than parents' evenings;
- keeping parent informed of school activities by letter, newsletter etc;
- involving parents at an early stage in any disciplinary issues.

Care of school premises and site

Everyone in the school is responsible for the care of the school premises. Students and staff are encouraged to feel a sense of ownership for the school and its environment.

- Staff will display students' work to a high standard.
- The building will be kept clean and tidy.
- The grounds will be kept free of litter.

Other Agencies

The school will liaise fully with such agencies as the Police, Youth Offending Team, Education Welfare, Social Services, Health Services and the Educational Psychology Service when appropriate.

Links to other policies

This policy has close links with other key policies within the school. Without reference to these other documents it would be difficult for us to provide coherent procedures and practice in order to support our school community.

Associated policies:

Special Educational Needs
Exclusions
Bullying
Positive Handling (restraint)
Substance Abuse
Child Protection
Equal Opportunities/Race Equality

Date of next review: September 2019

Appendix A

Prospect School Restorative Process

