



Behaviour Principles Written Statement and Policy

Date Reviewed by SLT: 18 June 2017

Ratified by: Full Governing Body: 5.7.2017

DATE TO BE REVIEWED: *June 2019*

A WHOLE SCHOOL APPROACH TO BEHAVIOUR

Newman School aims to promote a positive attitude to good behaviour. There is an agreed and consistent approach to the way in which our staff implement this policy. At Newman School, our processes, attitudes, organisational structures and strategies contribute to the development of an ethos that encourages good, appropriate behaviour. The curriculum and educational experiences of each pupil will promote engagement in learning. Where appropriate, alternative learning activities may be provided to maximise that engagement, thereby ensuring appropriate behaviour.

At Newman School we aim to:

Create an environment that is warm, free from inhibiting pressures yet has the capability to be challenging, thus providing the best conditions for learning and development.

Provide conditions that ensure dignity, promote self-reliance and facilitate the child's active participation in the community. (United Nations 1989)

The role of the whole organisation is to create a consistent and calm approach that will help prevent the need for reactive measures to be taken. Pupils need at all times to have their own individual needs borne in mind - we will be flexible.

The Department for Education has updated its advice to schools on behaviour and discipline (January 2016). The section 'Behaviour and sanctions' outlines some examples of what is permissible. The link below has the complete document:

<https://www.gov.uk/topic/schools-colleges-childrens-services/school-behaviour-attendance>

This now forms part of the Newman School Behaviour Policy.

The document, *Exclusion from maintained schools, Academies and pupil referral units in England 2012* <https://www.gov.uk/government/publications/school-exclusion> (updated 10.5.2015) from the Department for Education, details the statutory guidance to which Newman School will have regard, together with the latest guidance from RMBC, in carrying out functions in relation to exclusions.

Newman School Positive Handling Policy is based upon the DfE document, *Use of Reasonable Force, July 2013 (1)* and the corresponding Rotherham MBC (CYPS) document, 'Positive Behaviour Management of Children and Young People' (Jan 2009).

The Newman Policy provides a graduated response to physical intervention and guidance on dealing with challenging behaviour. Nine members of NMS staff are trained in Team Teach but the skill of staff in de-escalation techniques means that physical intervention is rarely necessary. (*Please see Separate Positive Handling Policy*). Additional staff will be trained to meet the needs of new pupils to provide another layer of positive, calming support as necessary. All staff in the Newman Additional Resource (NAR) will be team teach trained.

Behaviour management at Newman School should be addressed proactively not reactively, prevention is better than cure. Discussions about difficult behaviour should, where possible, focus on questions such as 'how can we ensure it does not arise?' and 'can we understand what is causing this child to behave in this way?' rather than rushing to discover 'what we can do when this behaviour occurs?'

THE ROLE OF RULES

- It is important that we provide clear behavioural boundaries and guidelines within which our pupils operate.
- It is equally important to remember to remain flexible. Over rigid application of a 'rule' to some children may create more challenging behaviours than it was designed to avoid.
- Other pupils may need an explanation about flexible rules- that everyone is different, and at times, has different needs.
- All staff must take a flexible approach determined by the individual needs of pupils. This should be communicated effectively through class, department and whole staff meetings to ensure consistency of approach.
- The rules include statements that encourage children to adopt a range of positive attitudes and behaviours, as well as promoting children's safety in school.

Our Rules are displayed prominently in each classroom with symbols where appropriate. They are evaluated and updated regularly, with input from School Council.

The school rule is ***Take Care***.

CLASSROOM CODE OF CONDUCT

At Newman School

- we respect others
- we are kind in our behaviour and language
- we do our best

- we listen carefully
- we are on time
- we dress appropriately, for example, no hats in school

There are times and situations when special rules will apply:

TRANSPORT ORGANISATION AT THE START OF THE SCHOOL DAY

Children to remain on their transport with seat belts fastened until the school bell goes at 9.10am

Pupils will move from transport in all 4 parking bays across the Zebra crossing / pedestrian walkway into the main entrance accompanied by School CSAs and /or transport escorts, to ensure safety.

TRANSPORT ORGANISATION FOR THE END OF THE SCHOOL DAY

All pupils to wait in school until directed by school staff to leave the building.

All students will get on their transport immediately, and remain there until they reach home. Students will only leave the transport in an emergency, or when requested to do so by the member of staff, or the driver/ escort.

All students will sit in their designated seat with their seat belt fastened.

SCHOOL BUSES AND TAXIS

1. Pupils will remain seated at all times until the bus has stopped
2. Pupils will not touch parts of the bus which may be dangerous e.g., doors, windows, locks etc.
3. Pupils will keep noise to a minimum
4. Litter must not be dropped
5. Seat belts are to be used at all times
6. MP3 players etc. may be used on transport with permission. These must be handed in at Reception on arrival.

If these rules are broken then the incident should be reported to the class teacher/ tutor.

HOW DOES NEWMAN SCHOOL DEAL WITH INAPPROPRIATE BEHAVIOUR?

Issues such as self-esteem, caring for others, right and wrong, self-control, respect for ourselves and others are addressed throughout the curriculum, as well as in PSHE, Citizenship and RE to ensure the development of a positive ethos throughout school.

Level 1 Staff will respond in a caring, supportive and fair manner, having regard to the age of the child. Each incident is treated individually. Staff will always aim to find out what led to the incident. Many of the adverse behaviours, or breaking of the school rules can be dealt with quickly and effectively by an on the spot reprimand by the member of staff present. Very often, when the behaviour has been produced either for effect or attention, the reprimand is sufficient to stop the behaviour. There may be a need for the pupil to be removed from the situation and taken to a quiet spot where the incident can be investigated further. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences.

Level 2 There will be instances where a simple reprimand is not effective and the behaviour persists. The class teacher/ tutor/ member of staff involved will consult with the Primary, Secondary/ Post 16 Manager, NAR manager or in their absence or for serious incidents, incidents will be referred to the Inclusion Manager/ Head teacher/ Deputy Head teacher.

Persistent adverse behaviour or serious incidents are always recorded by a staff member on the Behaviour Log/ on an Incident Form electronically linked to individual pupils' files on SIMS. Any Violence to Staff forms are also attached to individual pupils' files. These are emailed to Health and Safety at RMBC. Any incidents of positive handling are recorded in a spiral bound book as well as on the Incident Form. Pupils are made aware of shared information. Pupils presenting challenging behaviour on a regular basis will have a detailed Hierarchy of Need and a Behaviour Plan. These will be shared at Staff Meetings and Briefings. The Behaviour Plan will include the involvement of parents/ carers, with parents/ carers invited to work with/be supported by school in implementing interventions to promote positive behaviour. All staff who work with the children are notified when the plan is updated. The Inclusion Manager ensures that this is done. All staff have a responsibility to implement the Hierarchy of Need and Behaviour Plan for individual pupils. Behaviour Plans are kept in the Behaviour Plan File kept by the Head Teacher/ Inclusion Manager and shared on the School Network. These are live documents, updated regularly.

Sanctions can take various forms, such as loss of free time (break times) moving in class to sit alone, writing a letter of apology, loss of a responsibility and interview with the Inclusion Manager. These are rarely needed. Inappropriate language or physical abuse used knowingly towards staff or visitors may result in parents/ carers being called into school for a meeting to

include the child. All pupils at Newman School are individuals and rewards and sanctions will be applied on an individual basis.

Level 3 Major breaches of discipline are physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, and disruptive behaviour in class. On occasions, pupils may have reflective time at home as a 'cooling down' period, and an interview with the head teacher prior to returning to school. In extreme cases, there may be a fixed term exclusion, documented and implemented in line with current legal requirements, and the involvement of the Governing Body. These types of behaviour are extremely rare at Newman School. They are recorded as above, in SIMS: on the Behaviour Log/ on an Incident Form which is electronically linked to individual pupils' files, plus all positive handling in a spiral bound book as well as on SIMS. Any Violence to Staff forms are also attached to individual pupils' files. These are emailed to Health and Safety at RMBC.

CREATING A POSITIVE ETHOS AT CLASSROOM LEVEL

Classrooms are complex places. Many issues such as conflict, confrontation, frustration can be minimised if consideration is given to a number of issues.

Organisation

- Grouping - where possible avoid combinations of pupils that can be troublesome
- Timetabling- different activities demand different standards of behaviour and self -control. Some children may need a period of time to calm down after an exciting, physical, active session. Whilst staff may want children to engage with a task they find challenging, this needs to be planned for, with careful consideration given to how long a child should be exposed to an activity known to cause frustration or emotional difficulty.
- Furniture and equipment- many difficult situations can be avoided if careful consideration is given to how the space is arranged.

Teamwork

- It is important that all class/ teaching group teams work well in order to ensure that a consistent approach to behaviour is taken.
- Reward systems used for groups / individuals should be commonly understood and consistently applied.

- Staff need to feel supported by colleagues at all levels and be able to voice their feelings and suggestions without fear of recrimination or ridicule and should feel confident that their views will be taken seriously by the team. This includes discussing incidents of behaviour in a positive, solution focussed manner. Behaviour management is a learning process and all staff should support each other in striving for best practice. This will reduce tension and promote consistency and good relationships between staff.
- The relationships between staff/staff and staff/pupils are of paramount importance; the children will learn civility, respect for others, sympathy, consideration much more easily if they are given continual good examples and role models.

Curriculum

- The differentiation of content and style of delivery to individual children can, if used sensitively, minimise feelings of failure, frustration and boredom, all of which can lead to behaviour problems.
- The experience of success and the joy of learning new skills within an environment that is nurturing will reduce the fear of judgement and failure and enhance self esteem.

Effective classroom practice is key to creating a positive environment. As part of creating a positive ethos, the teacher will

- Greet pupils
- Make sure content is appropriate, planning is effective, including for the use of support staff
- use visual, auditory and kinaesthetic approaches
- Direct them to a seat if necessary
- Have a positive/clean/prepared (for work) environment
- Establish expectations
- Ensure pupils understand that they have a choice
- Use lots of praise (more than reprimand)
- Use sanction and rewards - low level behaviour dealt with in class
- Look for signs of things going wrong- de-escalate, use the expertise of the support staff
- Re-emphasise school/classroom rules (displayed)
- Ensure pupils get more attention for positive behaviour

Be prepared to

- Stop a lesson if necessary
- Practice what is required (movement, quiet, chairs away)
- Use sanctions and rewards

Review with individuals/ class group

- Expectations at regular intervals (beginning of session/half term/term)
- Explore concept of lost learning time
- Use Tutor time to review group issues
- Discuss sanctions - consequences
- Discuss support mechanisms - e.g., role of Inclusion Manager and when to access.

CREATING A POSITIVE ETHOS AT AN INDIVIDUAL LEVEL

- The importance of the place of every member of staff in creating an environment that reduces the likelihood of challenging behaviour cannot be overemphasised.
- All staff have a duty to show children that they are liked, respected and welcome.
- Staff should set challenging but realistic expectations of behaviour.
- They should demonstrate by their own example appropriate ways of expressing their emotions. A calm, consistent approach and a sense of humour are important qualities that help to reduce tension and promote a sense of confidence and security in children.
- Pupils with ASC may present behaviours that require an individual response, which acknowledges their inability to cope with changes and their difficulties in understanding and responding to sanctions and rewards.

As a Whole School we will: Consider/ Review

- Appropriateness of curriculum content/ models
- Role of the environment on behaviour -within classes, whole school - standard of displays/ tidiness engendering calmness and pride
- Effect of staffing and staffing structure on behaviour
- Consistency using Reward/Sanctions strategies

THE ROLE OF REWARDS AND CELEBRATION

A child is less likely to display challenging behaviour if her/ his self esteem is high, and if their achievements are recognised and celebrated. The following outlines our system of praise and reward for all children:

The Primary Department have instant 'Proud' certificates given within sessions. The scheme for Secondary/ Post 16 is based on Points within a House system. The child gaining the most points for their House, on a weekly basis, gains a certificate. The merits are given for academic and non-academic achievements, e.g., for effort and for being caring, and for all aspects of good work and behaviour.

Individual certificates may be awarded across school throughout the year, for example, when a child is able to dress him/herself for the first time, for achievements in swimming. Incentive stickers may also be given. Letters may be sent out to parents/ carers to praise a pupil when they have achieved well. Children display their achievements and certificates in weekly Assemblies and on display boards around school. A *Good Work Assembly* is held by the Headteacher at the end of each term, which gives pupils opportunities to share their achievements with the rest of the school. Students in Post 16 receive points as above for good work/behaviour and are presented with certificates. The students are also included in the whole school presentations.

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

A *Commendation from the Chair of Governors* may be given to students for any high achievement in any area of school life.

Appendix 1: Rewards

The following are examples of the range of positive approaches used at Newman School:

- Verbal praise
- Applause
- Peer recognition
- Stickers
- Merit Awards/ certificates
- Playground Responsibilities
- Letters/cards home - formal letters and postcards
- Student of the week
- Half term awards
- Student of the Year
- 'Always Award' for pupils who always work and behave well

Appendix 2: Responding to Incidents

- Minor incidents are dealt with by staff involved.
- Report to immediate line manager, e.g., TA to class teacher/ teacher on duty.
- All incidents of violence to staff (2), including verbal abuse must be recorded on the appropriate *Violence to Staff* form and reported to Deputy Head teacher/Inclusion Manager. They are then recorded on SIMS and reported to the LA.
- All incidents between pupils which involve injury must be reported to Deputy Head teacher/Inclusion Manager, recorded on the appropriate form.
- If in doubt, staff should always inform the Deputy Head teacher/ Inclusion Manager.

Summary of Recording Documents for Incidents

Incident	Recorded In
General Behaviour	Behaviour Log/ Incident Form on SIMS
Behaviour covered as part of Behaviour Plan	Behaviour Plans - Inclusion Manager (NMS) NAR Manager/ NAR TA Manager
Serious Incident	Incident Form on SIMS
All Violence to staff- including verbal abuse	NMS: Violence to Staff forms in NMS Reception- SIMS- RMBC NAR-Violence to Staff forms in Staff Shared Area - SIMS - individual pupils' files + RMBC
Serious incident involving restraint	Restraint Record - Head teacher's Office + NAR Office

(1) <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

(2) RMBC Definition of Violence to Staff Incident:

"Any incident in which an employee or elected member is verbally abused or threatened, or physically assaulted, in circumstances arising out of the course of his or her duties."