

# FURROWFIELD SCHOOL

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## BEHAVIOUR POLICY

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2016 - 2017

## School Aim

At Furrowfield School a single, simple global aim is pursued.

*To assist all pupils to achieve their fullest potential,  
in all aspects of development,  
in order that they may contribute more positively to the society in which they live,  
both now and in their future adult life.*

This is underpinned by the belief that pupils will  
**'progress through encouragement'**

This policy has been written to work towards achieving that aim.

At all times the school will seek to promote,  
amongst staff and pupils, as appropriate,  
a sense of spirituality and wonder of the world about us  
through the curriculum described in this and other policy documentation.

## ***Rationale***

Furrowfield School is a specialist provision for boys and girls in Key Stages 3-4. All of the pupils that attend Furrowfield School have an Education, Health and Care Single Plan or Statement of Special Education Needs which identifies social, emotion and mental health difficulties as their primary need. Most pupils have co-morbid secondary needs such as ADHD (attention deficit hyperactive disorder), ASD (Autistic Spectrum Disorder) and SpLD (Specific Learning Difficulties – eg. Dyslexia).

The Elton Report, '*Enquiry into Discipline in Schools*' (1989), noted that “bad behaviour in schools is a complex problem which does not lend itself to simple solutions”. As practitioners, the staffs at Furrowfield School believe that this statement remains true and is pivotal to informing practice.

It is further acknowledged that there are strategies and practices that if applied consistently will do much to raise standards of behaviour which will allow pupils to access learning opportunities.

It is universally accepted that consistent experience of good teaching promotes good behaviour. However, schools also need to have positive strategies for managing pupil behaviour that helps pupils to understand their schools and societies expectations. These strategies must be underpinned by a clear range of rewards for positive behaviours and consequences for inappropriate behaviours. These strategies must be applied fairly and consistently by each member of staff.

It is also vital to teach pupils how to behave well – good behaviour has to be learned – so schools must adopt procedures and practices that help pupils to learn how to behave. Good behaviour has to be modelled by all staff all of the time in their interaction with pupils.

This policy should be read in conjunction with:

**DfE Behaviour and discipline in schools - Advice for head teachers and school staff February 2014 Ref: DFE-00023-2014**

### **Associated DfE guidance and resources available on their website:**

- Education Act 2002
- Education and Inspections Act 2006
- Governors Handbook
- The Department’s advice on the Equality Act 2010
- Use of Reasonable Force – advice for head teachers, staff and governing bodies
- Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies
- Safeguarding

### **School undertakes that pupils have a right to expect good behaviour, firm but fair discipline, order and safety. This will be achieved through:**

- Effective and pro-active policies that promote a strong work ethic and promote positive behaviour and discipline.
- Effective and pro-active policies that challenge and strive to prevent and tackle all forms of bullying, harassment, inequalities and racism.
- Involving pupils in developing and reviewing the school’s behaviour policy and practice.
- Engagement with parent/carers so that a ‘whole team’ approaches to behaviour can be maintained. This is particularly important when a pupil fails to attend school regularly, persistently misbehaves, is positively handled or is excluded.
- Maintaining a safe environment.

**The School will also ensure that:**

- Each pupil will know what behaviour is expected of them and the consequences of poor behaviour choices. All members of staff have a statutory authority to challenge pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction.
- Each pupil will be given the opportunity to voice their views about standards of behaviour in the school. This can be achieved through complaints and suggestion box forms, access to keyworker or peer mediators, school council or directly with senior leaders including the Head of School and the Executive Head.
- Any pupil who needs support with their behaviour that requires them to be out of the ordinary classroom will have access to high-quality, purposeful learning opportunities. This intervention will continue until the staff and parent/carer are confident the pupil feels able to successfully re-join their peers.
- Recording and reporting procedures will be put in place and be available for scrutiny at a later date. All information can be recorded on Behaviour Watch.

**In return pupils are expected to:**

- Give of their best in all aspects of school life.
- Respect other people and their property.
- Respect their immediate and wider environment.
- Pupils are expected to take responsibility for their actions and where possible support their peers in making the right choices.

**Furrowfield School strongly endorses collaboration in managing behaviour. This will be achieved through:**

- A home school agreement that outlines the school's and the family's responsibilities for the child's schooling and behaviours.
- All parents/carers understanding the expectations of them and their child and the consequences of not acting to support the pupil in addressing their child's behaviour issues.

**Furrowfield School will:**

- Ensure consistency of approach by all school staff through regular group and individual training, discussion forums, monitoring and moderation of strategies and assessment.
- Provide effective and visual school leadership to support staff and pupils in implementing the behaviour policy and reinforcing an ethos of positive reinforcement. By organising the school day and its facilities to take into account and effectively addresses behavioural issues.
- Promote positive self-esteem and self-image through enjoyment, achievement and success, built around learning.
- Provide a highly differentiated and flexible curriculum which prepares the school's young people to fully integrate and become successful members of the wider society.
- Provide good classroom management, learning and teaching through observations, feedbacks, monitoring, performance management and attainment and achievement analysis.
- Implement a range of clear, appropriate rewards and consequences that are fully understood and embedded across the school and are an integral part of the Home-School Agreement.
- Actively teach good behaviour through the consistent implementation of agreed behavioural strategies, modelling good behaviour, and delivering discrete lessons to promote the social and emotional aspects of learn to behave.
- Provide comprehensive regular and relevant internal and external training for all staff to support them in executing their essential duties.
- Ensure that there is a strong pupil support system through key workers, care staff and health professionals that are regularly available to provide 1:1 counsel. Pupils are also supported through the

implementation and promotion of key policies such as Anti-Bullying, Safeguarding and Child Protection, Health and Safety, Student Counsel and Attendance.

- Will create and build effective relationships with parents, carers and other agencies to create a network of support and understanding for each child so that their school based education facilitates and maximises their life chances.

## ***Behaviour Management Procedures and Intervention Strategies***

There are clear behavioural expectations that have been agreed with each pupil, built respect for themselves, for other people and their possessions, and for the immediate and wider environment.

**Physical and verbal aggression, covert behaviours which could be interpreted as bullying or incitement to negative behaviours, will not tolerated under any circumstance.**

To ensure that this statement is endorsed and implemented across the school, behaviour will be monitored by allocating and recording individual points for each activity/lesson throughout the day.

Through this monitoring, individual behaviour and learning targets are agreed with the pupil. These explicit targets ensure that they are able to focus on developing and improving one or two specific aspects of their behaviour/learning each week.

Behaviour will be recorded, monitored and analysed in the following ways:

1. daily individual log sheet on behaviour watch
2. KS3 and KS4 incident log
3. ABC's on behaviour watch
4. pupil reflection/discussion
5. IBP's (individual behaviour plans)
6. emotional, behaviour and social profiling
7. year group and team meetings
8. staff meetings and briefings
9. internal and external exclusions

## ***Rewards***

All pupils are closely monitored so that any positive behaviour either overt or covert are immediately recognised and rewarded. The pupils are placed into gold, silver or bronze groups. This is dependent on their points achieved in lessons and chance cards received in social time. Chance cards received in social time, receive a 5 point deduction from expectations from their lessons.

Rewards are a vital part of school. They are extrinsic and intrinsic and they form the backbone of the behaviour support system which is embedded across the school. They range from verbal or physical acknowledgement, merits, bonus points, stickers, additional break, and class/year group activity, out of school activities, external day trips and residential trips.

In addition pupils presenting sustained positive behaviours are recognised by the staff and their peers during weekly assemblies throughout the school and awarded with suitable prizes and acknowledgement that they are encouraged to share with their parent/carer.

Ultimately it is hoped that rewards will become intrinsic to the child and will be self-regulating. In essence the child behaves and achieves well in school because it feels good to behave and do well in school.

## ***The Hidden Curriculum***

The whole school approach towards the pupils belies the strength of conviction by all staff that education does matter and good schools do make a difference. The school endeavours to offer a social, moral, spiritual, cultural and aesthetic framework in which pupils can develop life skills through all areas of the curriculum.

Self-image and self-confidence for the pupils, is strengthened by the use of Options (structured reward time) specific tangible rewards and awards, day trips and Residential trips, which serve to enhance social, personal and curriculum programme development. The Student Councils play a key role in introducing reward based activities which aim to promote and develop:

- Confidence building
- Communication
- Relationships
- Decision making
- Co-operative working
- Self-discipline

Pupils who have not earned reward time and remain in class with their tutor teacher, taking part in 'catch up' lessons. Each class group can attain class rewards on a termly basis. This specifically encourages group co-operation in achieving good work and behaviour. Individuals can also be rewarded daily or weekly for achievement of their targets or particular positive behaviours through positive reinforcement, recognition and above and beyond points.

## ***Environmental Factors***

The environment in which a pupil works can be instrumental in influencing their behaviour. Considerations should be given to such factors as to the décor, displays, presentation of work, and good quality resources.

The school will endeavour to maintain all areas to a high standard. Damage vandalism and graffiti should be reported to the SLT (senior leadership team) and site manager immediately. Details need to be recorded in the log book on Behaviour Watch. The cleaning staffs works daily. Any extra cleaning or repairs needed should be reported to the office or SLT. Pupils should be encouraged to value and care for their surroundings. As part of the general power to discipline, members of staff are permitted to confiscate, retain or dispose of a pupil's property as long as is reasonable in the circumstances. These include prohibited items such as knives, alcohol, drugs, pornography etc. Specific details regarding searching pupils and prohibited items is available in the school's Searching, Screening and Confiscation Policy.

## ***Classroom Organisation***

The organisation of a classroom can minimise disruption. All staffs' need to be vigilant at changeover of lessons and be ready to receive pupils at the correct time, as this facilitates an ordered and settled start to the lesson. Within the classroom it is important to consider how to minimise disruption with some groups or individuals. Thus it may be more helpful for staff member to move to pupils rather than for them to come to staff. By having the appropriate resources available prior to the start of the lesson avoids unnecessary delay and potential conflict.

Pupil's self-concept increases by improving self-esteem and self-image through achievements and success. Display of pupils work is an important element in helping this.

## ***Lesson Content***

Lessons need to be well planned and effectively differentiated so that pupils understand what they are required to do, how to do it and be able to know they when they have succeeded. Teaching and learning styles should be flexible enough to support pupils whose behaviour may fluctuate.

At times it will be necessary for staff to demand conventional and orthodox learning styles such as pupils sitting individually, separated from others and learning to raise hands for help or to contribute. At other times staff may wish to help pupil development by group work, paired work, asking pupils to find out information from places outside the classroom. For some of our pupils less structured methods may offer risk. Nonetheless pupils must be offered the chance to develop their skills.

Lively and stimulating teaching also promotes good behaviour particularly when the work is well matched to their abilities. The schools' teaching and learning policy expands on this.

Many pupils in school have created difficult behaviour to mask their inability to cope with the demands of the curriculum. Others have not been able to learn because their barriers to learning have delayed their access to skills that enable them to manage the curriculum. Differentiation and a balance of supported and independent work is an effected approach to reducing these barriers and is facilitated by teaching staff and keyworkers.

## ***Interventions in the Classroom***

There should be a strong emphasis on giving praise and positive feedback for both work achieved and good behaviours. By giving even attention and encouragement to all pupils and by reinforcing co-operative working, pupils will be motivated. Reprimands and sanctions initially need to be as private as possible. At times it may be necessary to confront pupils but staff should show sensitivity and allow pupils space and opportunity to change behaviour without losing face. Staffs' need to reinforce the general policy, which is that pupils may take time out literally or metaphorically, but on the understanding that work will be made up. All pupils need to know this.

Unacceptable behaviour such as verbal and physical abuse should not be tolerated and pupils should be asked to leave the classroom, accompanied by the class TA (teaching assistant) to ensure that they are safe and that they have the opportunity to discuss and reflect on their incident/behaviours. Whenever possible, work from that lesson will be provided for the pupil to complete whilst working one to one with the TA.

There should be an agreed time out room/place that pupils are required to go on such occasions. The LSC (Learning Support Classroom) is used for set periods of time for pupils whose behaviour is too disruptive and prevents others from learning or need some time to reflect. The pupils in the LSC, are there for period of time as discussed with the EHT and Head of School and are taught according to a timetable set by the unit. All classrooms have access to a phone and a walkie-talkie so that any issues where further support is required can be requested. If a pupil fails to complete a reasonable amount of the set work, they may be required to complete that work at break, lunchtime or after school.

The catch up process is explained to all parents at initial interview so that they can support the school by allowing us to work with pupils and address the issues on the same day as the incident occurred.

## ***Consequences***

It is also made clear to pupils that there are consequences to failing to present and sustain appropriate behaviours:

- They will make up any lessons/work that they have missed in their own time.
- That there are always consequences for our actions – both positive and negative and we have to accept responsibility for what we do and say.
- They may have to work away from other people in order to reflect and focus.
- That they may not enjoy some of the rewards available for positive behaviours.
- That verbal and physical abuse is a form of bullying and whether aimed at staff or other pupils neither will be tolerated.
- Incorrect uniform, break or after detention may be arranged parents are consulted as they have agreed to uniform in the home school agreement.
- Pupils may be sent home to change into correct uniform and parents informed.
- Pupils are not allowed to bring in prohibited items school, and this includes chewing gum, lighters, cigarettes in any form, matches. (Please refer government policy for all prohibited items). If a prohibited item is brought into school it will be confiscated and destroyed. The item will not be returned to either the pupil or the parent/carer.
- Pupils arriving late at school will have this time added to the end of the school day to make up for missing classroom work.
- If pupils are consistently late, more than twice in a week, then the pupil will be at school until close of the school day on a Friday, 3:05pm to complete missing work. Parents were informed and letter sent out.

## ***Positive Handling***

The School follows the LA (Local Authority) and national guidelines on positive handling and uses the Team Teach Approach; a recognised intervention strategy which promotes de-escalation, diversion and diffusion to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline both in the classroom or elsewhere (including school trips). All staff are given training and refresher courses at regular intervals to ensure practice is current. The Positive Handling Policy provides detail.

All parents, carers and pupils are informed of our policy at initial interview and visit to the school.

There are occasions when pupils are putting themselves or others at risk of harm and as a last resort physical intervention has to be employed.

Team Teach involves the positive application of force to overcome moderate resistance, guiding and directing a person's free movement. The paramount purpose of this application should be to safeguard the person, other people or prevent significant damage to property. Each Positive Handling incident follows the principle of minimum force, least intrusive and least restrictive for the shortest amount of time.

The overriding principle adopted by the school relating to positive handling is that the best interests of the child takes precedence over every other consideration.

The physical techniques that have been developed and which are employed in the school rely on biochemical efficiency rather than physical force. This ensures that no parties suffers injury or are subjected to extreme discomfort or pain.



Protocols are in place in Positive Handling practice that reduces the length of time that physical interventions are applied by offering choice at regular intervals. Often the introduction of a new, uninvolved person serves as a positive turning point, where the perceived or real focus of anger is removed.

As soon as practicable (on the day the incident occurs following a significant event, parent/carers are informed by a member of staff. At this time the antecedent, behaviour and consequences are discussed.

The Report of Positive Handling form is completed, as soon as is practicable, but within 24 hours of any incidence where aggressive or violent behaviour has occurred. It is completed by the lead member of staff involved and countersigned by the other members of staff also present.

A second or third form may be produced as appropriate if the incident merits this depth of detail. This form is available for inspection by the child's parent/carer and social worker should they wish to do so.

Each completed form is seen and signed off by the Executive Head teacher and/or the Head of Care and /or SLT who oversees and then held centrally. It is analysed termly to identify key issues and to address what strategies can be amended or introduced to reduce Positive Handling incidences and identify and address the triggers which have resulting in a pupil losing self-control and putting themselves or others at risk. These forms are monitored, at least termly, by a named Safeguarding Governor (usually the Chair of Governors).

## ***Bullying***

Bullying is a form of disruptive behaviour whose effects can be long-term and deep rooted. It can take various forms from name-calling, teasing and physical abuse to intimidation, extortion and serious physical assault. Racial and sexual harassment are particularly insidious forms of bullying. There is a separate policy on Anti-bullying and a LA adopted protocol to be followed for incidents of Racism as well as a complaints procedure for pupils.

## ***Exclusions***

Exclusion from school is a legitimate last resort for pupils who seriously fail to work within the accepted framework of the school rules and behaviour expectations. It is not considered as a sanction for pupils at Furrowfield School but is used to give the pupil concerned the opportunity to reflect on their behaviours and/or the school the chance to put alternative strategies and arrangements in place in line with the school's Safeguarding Policy. In some cases it is necessary to protect others.

The school only uses exclusion either in cases of severe breaches of behaviour/school rules or as a last resort when a variety of other intervention and support strategies have been tried and failed. It is important to be seen to fair and to allow pupils a realistic return to school so that they have the opportunity to learn from their mistake and move forward with their learning. During the time of exclusion work will be arranged for the pupil. Parents and pupils are made aware of their right of appeal.

With effect from 1<sup>st</sup> September 2012, any pupil who has had several fixed-period exclusions and is thought to be at serious risk of further exclusion should be included in their IBP (Individual Behaviour Plan), specifically addressing what measures are in place to mitigate the risk of further exclusions. This is to be implemented during the first re-integration meeting held with members of senior management, the parent/carer, the pupil and relevant tutor.

Any restorative justice work or reparation should be agreed at this time.

This is a school-based intervention to help individual pupils better manage their behaviour, and it should involve other agencies where appropriate, such as the lead professional (FIT) or the Youth Offending Team Support Worker.

It should:

- set clear targets for improved behaviour, within a fixed timescale
- detail strategies to support the pupil to meet the targets
- identify rewards for meeting the targets
- identify sanctions that will be applied if the targets are not met.

### ***Parental Links***

Once a pupil is enrolled in the school, parents/carers are contacted on a regular basis (at least half termly) to report positive occurrences and to work collaboratively with parent/carers on concerns. A termly photocopy of each pupil's report sheet, reflecting both behaviour and academic progress, is available to be sent home if required. Pupils are encouraged to share their achievements with parent/carers by taking home awards and items made in school.

The Care Team are heavily involved in initiating and maintaining regular and positive communications with all pupils particularly in relation to attendance and behaviour. Parent/carers are also encouraged to come into school whenever they feel there is an issue that they wish to raise.

Alternatively, a member of the care team, usually the Parent Liaison Officer, may also arrange to visit the parent/carer at home.

Since the catchment area of the school is so wide to facilitate the parent/carers' attendance at multi-agency meetings, school events, open evenings and so forth, the school will organise and fund transport for parent/carers who need it.

### ***Training and Induction***

All new members of staff are fully inducted into the ethos and procedures of the school. Since Furrowfield is a small school, induction for new staff will be on an individual basis but support and training will be discussed and organised by the Senior Leadership Team (SLT).

Training is linked with the member of staff's Performance Management and career aspirations, through Continuous Professional Development and the Schools Improvement Plan.

## Summary

The ethos of the school is central to establishing and maintaining high standards of behaviour. The staff group work hard to agree clear priorities and consistency.

By clearly setting out to pupils what is expected of them, pupils will be able to operate in a clear framework of what is acceptable in terms of behaviour attitude and activity. Staff set an example to pupils, both in the quality of their work and their high standards and expectations for themselves and their pupils. They also treat each other and the pupils with respect.

Furrowfield School continues to evolve and develop. We constantly assess, evaluate and put new procedures into practice. If we are to succeed in delivering a high quality education we accept that we must be prepared to change and to adapt. This is perceived as strength of the school.

We will continue to hold high expectations of pupils so that acceptable standards of behaviour are nurtured and developed in an empathetic and supportive educational environment that allows pupils to achieve academically and maximises their life chances.

This policy is reviewed annually.

**Chair of Governor** ..... **Date** .....

**Chair of School Council** ..... **Date** .....

**Parent Governor** ..... **Date** .....

**Head teacher** ..... **Date** .....