

KINGSDOWN SECONDARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

The Teacher

"I have come to the frightening conclusion: I am the decisive element in the classroom, it is my personal approach that creates the climate. It is my daily mood that makes the weather."

As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a child humanised or dehumanised.

Haim Ginott

"...many of the problems of control that arise in the classroom are a direct consequence of the way in which the teacher acts (or reacts) toward the pupils concerned.... So the teacher must examine closely what is really going on in the interaction that is taking place, and by understanding its nature modify personal responses as necessary."

Tim Brighouse

INTRODUCTION

Behaviour management is not a discrete, separate element of school life. All behaviours are communications, all in response to a feeling, experience and or stimulus. Behaviour is also an individual's personal response to their own perception and or interpretation of a situation and or an event.

Everything we do, all our words, actions, postures, planning, organisation, and also what we do not do, contribute to behaviour management. It is therefore crucial that staff consider their own behaviour at all times. At Kingsdown Secondary School we understand that this is where behaviour management begins. We endeavour to create an exciting dynamic learning centre for all involved at Kingsdown Secondary School and draw upon a wide range of creative ideas to place social, emotional growth, development and awareness at the centre of all we do. Interactive displays are an extremely valued tool to support the ongoing dialogue and developing awareness of how individuals are feeling and the impact these feelings can then have on behaviours. All classes develop ways to support pupils in becoming increasingly more able to regulate their emotions and manage their feelings safely.

Our Behaviour Management enables all involved to focus on that aspect of school life and bring coherence and consistency to the variety of interactions we all have with pupils every day. This awareness supports as positive and safe

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response as possible to potentially challenging behaviours and therefore achieve the best possible outcome for all involved.

Any behaviour management policy will only be as effective as the work of the staff who put it into practice. As the Elton Report (1989) points out, there are no simple remedies. It is the totality of the responses the child receives and the quality of teaching and environment that will ultimately affect their behaviour for good or ill. So any policy has to be applied with humanity, sensitivity and consistency.

SHARED VALUES AND BELIEFS ABOUT BEHAVIOUR

We believe the management of pupils's behaviour should reflect the values of the school. We choose an approach and procedures, which enhance the quality of the adult - child and child - child relationships. This principle guides all our actions and rules. If and when concerns arise, all staff are to follow procedures as outlined in our policy and procedure for complaints.

The formation of healthy relationships is one of our main goals and the basis of much good behaviour management and effective learning. We are always aware that all discipline involves values and we continually strive to find better ways of helping our pupils to learn more satisfying ways of behaving. **We never sacrifice the long-term well-being of the child for our own short-term well being.**

We state our values clearly.

We value:

- the right to feel safe and be safe in our body and feelings;
- the right to learn to the best of our ability;
- the right to be respected and treated with dignity at all times;
- the right to an environment of justice and a sense of fairness;
- the right to reflect, listen and learn together after incidents, sharing feelings in regard to how incidents are managed;
- the right to make reparation;
- equality of opportunity and accessibility for everyone.

Ongoing dialogue supports the understanding of these rights and the individual's responsibilities of all at Kingsdown Secondary School in relation to these rights.

We believe that:

- pupils who feel safe, valued, cared about and successful tend to respond in a more positive and appropriate way and are able to reflect on their choices and behaviours constructively;
- when pupils are treated consistently, they are able to distinguish between desirable and undesirable behaviour, they begin to feel safe and trust in

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the dynamic, yet structured 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 in which pupils are behaving in an actively positive manner, and teaching and learning is leading to achievement;
- good discipline can be clear and firm, yet supportive, we describe this as 'firm love'.

We aim:

- to create a warm, caring, calm, orderly and stimulating 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 and encourage the continual development of all staff in the understanding and working with pupils with social, emotional and behavioural difficulties and review our practice regularly;
- to promote in all pupils a sense of self-discipline, self-regulation, self-calming and an ability to take responsibility for their actions;
- to create a climate of mutual respect between all pupils, staff and visitors and a proper concern and respect for the school environment ;
- to help pupils change their anti-social behaviour that causes them so much unhappiness and to learn ways of solving difficulties which enable them to feel safe in their ability to manage their emotions and feelings and their behaviour and responses;
- to create an environment that is safe, physically and emotionally, for everyone in the school with a real energy for enjoying learning as part of a mutually supportive social group;
- to develop a partnership with parents/carers which recognises and respects important factors in the home life and experience of the child, and through dialogue supports parents to take a proactive and confident role in the management of their pupils's behaviour and needs.
- to develop self-awareness and organised thinking skills.

Our key aims are always Restitution not Retribution, Reconciliation not Revenge. Our aims are reflected in the RESPECT acronym which is shared with pupils regularly and attached as Appendix A.

PROCEDURES

The school's Behaviour Management Policy deals with all areas of the pupils's intrinsic development and underpins all the key School policies including the Positive Handling Policy, Anti-Bullying Policy, Screening for Offensive Weapons Policy, Drugs Policy, Teaching and Learning Policy, Safeguarding Policy and the Complaints Procedures for both pupils and adults.

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TEACHING AND LEARNING

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

- We aim to establish and maintain routines in the classroom and to train the pupils to observe these routines. This helps to maintain boundaries and support the development of good habits, which will be transferable and support pupils as they move to other environments and situations.
- We aim to promote positive and appropriate responses, and so prevent many difficulties from occurring by good practice.
- We recognise that well planned, structured learning experiences, offering sufficient challenge with appropriate support, which are experiential, and contextualised to individual interests are crucial elements of good practice.

ESTABLISHING SHARED ROUTINES FOR TEACHING AND LEARNING

We recognise that establishing and maintaining simple routines is a powerful way of helping the pupils to create the right conditions for learning and for changing their negative responses. Our routines are meant to help the pupils and be ego-supportive. So we explain their purpose and make sure they make sense to the pupil, and that they help to promote learning and reduce friction between pupil and pupil and pupil and adult. We review them regularly. 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 make sure that every pupil has an IEP and Risk Assessment/Individual Management Plan that follow the guidelines, cover learning and behaviour and are up-to-date. Targets are agreed with pupils and are monitored via the weekly report which is sent home.
- All learning activities are well prepared and differentiated according to need.
- Each lesson starts with the learning intention and success criteria of the lesson explained and written on the objective board.
- Each lesson ends with a summary of what has been taught, followed by a self-review and general overview of what has been learned.
- We make sure that the room is tidy and resourced thoughtfully and that all materials and equipment are ready for use. Staff continually carry out dynamic risk assessments as to the organisation of the classroom and storage of resources etc.

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- We display the pupils' work prominently and attractively and take every opportunity to celebrate small steps of achievement.
- We establish positive norms of behaviour.

REWARDS

We have established a system of rewards for all kinds of achievement and positive behaviour. We would prefer to reward desirable behaviour rather than sanction unacceptable/inappropriate behaviour. While we recognise the importance and efficacy of rewards, we do not want the pupils to become overly dependent on rewards. We try to move them from extrinsic motivation to intrinsic motivation. We set specific, individualised targets for each pupil to achieve their goals and targets. These are outlined on their IEPs and targets sheets. Manageable and achievable targets are to be set for behaviour must link to the IEP targets.

We reward behaviour we want to promote such as:

- making real effort with application to learning;
- attending school and lessons regularly and punctually
- producing work of a high standard;
- working with others;
- resisting provocation;
- improving listening skills;
- showing respect to adult and peers;
- controlling anger and aggression etc.

General Principles of the Rewards System

- That an effective rewards system should recognise and celebrate students' achievement, attainment, effort and uniqueness whilst also raising self-esteem and providing an incentive to work to the best of their ability.
- To provide a structured system in which different levels of achievement can be recognised and rewarded.
- To provide a system that is clearly understood and valued by all students and consistently applied by teachers.
- To foster a culture in which praise and rewards become more widely used and higher- level rewards become accessible to a larger group of students. In this way it is hoped that standards of work and behaviour will be improved and expectations raised.
- To give a higher profile to rewards using assemblies and notice boards.
- To encourage students to value their successes and achievements in school.

STUDENTS' CODE OF CONDUCT (APPENDIX B)

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Our reward system focuses on set goals:

- Attending school regularly
- Arriving at school on time
- Wearing full school uniform
- Attending lessons on time
- Making an effort to attempt work set
- Finishing all assigned tasks
- Completing a good piece of work
- Staying throughout lessons
- Submitting home work
- Taking responsibility for themselves or others
- Improvements in behaviour (E.g. following teachers' instructions, not be abusive to teachers and peers etc.)

HIERARCHY OF REWARDS

Students will be praised verbally and the positive will always be emphasized, including praise for good behaviour as well as good work. Subject teachers **may** reward good effort/work/behaviour in class by allowing some time to be spent on the computer or on another activity of the pupil's choice.

Parents/carers will be contacted by telephone or letter to be informed of good or improved effort/work/behaviour

Students may be awarded 'credits' by teachers for good work/behaviour in lessons or around the school. The credit cards will be awarded by the headteacher at the Friday Assembly and the total for the week recorded on the weekly report. The pupil with the most credits for the week will be awarded a certificate recognising this. Only pupils who have achieved the most credits for the week award at least once during the term will be eligible to be entered in the Jack Petchey Award ballot which is conducted termly.

At the end of the month the pupil with the most credits will be awarded the 'Star' of the month award – he will receive a £5 voucher and his achievement will be recognised on the Star of the Month board.

Photographs of the Star of the week and Star of the month winners will be displayed in the dining room with, the photo of the 'Star of the Month' enlarged. Postcards will be sent home to inform parents/carers of the achievements.

At the end of the term the pupil with the most credits will be awarded the 'Star' of the term award – he will be allowed to go on an activity of his choice (this is in response to pupils' requests)

The credit cards should be completed by the teachers concerned and forwarded to the headteacher by Friday, each week. Credits should also be recorded on the weekly report so that form tutors can keep a running record.

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PREVENTION

We choose preventative strategies to defuse/de-escalate potential incidents. The structure and routine of our school day supports this. We try to minimise the occurrences of challenging behaviour by:

- establishing positive relationships with pupils
- creating a positive supportive climate in the classroom
- being in the class before the pupils arrive and collecting pupils from learning sessions taught by other staff 5 minutes before the end of the lesson when goals and learning can be discussed
- providing a constant adult presence, never leaving the pupils unsupervised
- having well planned, meaningful lessons differentiated to meet the needs of the pupils
- making connections with previous learning
- ensuring equipment or materials needed are available and in working order
- having well-established routines for behaviour
- teaching the pupils strategies to deal with anger and frustration
- using social problem solving skills, circle time and mediation.
- using appropriate humour and relationships to ensure all pupils feel a sense of belonging in their class groups and to their school community.
- We also maintain the importance of confronting anti-social, aggressive behaviours that disrupt both the individuals learning and that of their peers. This will support pupils to find more effective ways of problem solving.
- Planning to manage poor behaviour by discussing individual pupils and strategies at staff meetings/briefings. This may include identifying key words to use to summon help/respite.
- Debriefing pupils and staff after an incident.

SANCTIONS AND CONSEQUENCES

General Principles

At Kingsdown Secondary School we aim to maintain a disciplined, orderly and friendly atmosphere within which everyone in the school treat one another with courtesy, tolerance and respect. We believe in the importance of encouraging students to behave in caring, co-operative and self disciplined manner. Students are expected to develop a clear sense of rights and responsibilities. Kingsdown Secondary School aims to be a cohesive community. This policy intends to create a common framework so that all members of our school community regardless of difference can function in harmony.

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We recognise that on occasions students will depart from the high standards which we expect and in these circumstances they can expect there to be a consequence for their action and a sanction applied. The consequences of particular actions should always be clearly stated and sanctions consistently applied. Although we will always be sensitive to individual pupil circumstances and may need to be flexible.

Sanctions and consequences include:

- Verbal disapproval
- Verbal warning
- Not earning 'credits' in our Reward System.
- 3x verbal warning may lead to "Time-out" (of the classroom) this may be for just a few minutes after which the pupil may rejoin the lesson if he is in a fit mood to do so but if the pupil remains unco-operative he may be sent to the time-out room or dining room with work to be completed on his own.
- Seclusion in the seclusion room – either during the lesson or at break or lunch time in order to make up the missing work
- Lunchtime detention
- Phone call home (always made if a pupil has been in seclusion)
- Letter home
- Isolation from lessons in the in-house seclusion room for ½ day, 1 day or 2 days.
- **Loss of privileges** – This includes no access to games room, not going on a trips that the student has had to earn, no choice of meal at lunch.

We also use the following for serious misdemeanours or persistent failure to observe the Code of Conduct:

1. Parent/Carer/Social Worker Consultation

We call meetings with parents/carers for further discussion about a students' inappropriate behaviour.

2. Making Restitution

Pupils are given the chances to make reparation e.g. cleaning dining tables. This can sometimes mean apologising by note or card.

4. Exclusion for a fixed period

We use these rarely depending on the type of offence committed by a child that is viewed as serious one.

5. Permanent Exclusion

We only invoke this when it is clear that we cannot meet the child's needs and he/she has become a danger to him/herself and to others in the school.

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6. Informing the Police

We can also call the police for further investigations about an incident.

Sept 2008

Review: Ongoing and formally Sept 09.

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APPENDIX A

RESPECT Programme

Responsibility

- Take responsibility for the things you say and how you say them, the things you do and how you do them

Everyone

- Everyone who comes to our School is asked to respect other people: learners, instructors, teachers, parents, carers, visitors and support staff are all included and entitled to respectful behaviour

Space

- We all need space to work, plan, play and think. Sometimes we need space when we are angry or sad and need to work things out. Allow people their space, the way you would like them to allow you yours

Positive

- Be positive about our School, our friends, teachers and everyone who works here or visits us. Look for the best in people, look for the best in yourself

Empathy

- See the other person's point of view: ask yourself how you would feel if you were in their situation

Control

- Take control over the things that matter, who you are, what you do, how other people see you and how you see yourself

Time

- Take time to think about and reflect on actions that could cause unnecessary hurt to others. Take time to say "sorry"

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APPENDIX B

KINGSDOWN CODE OF CONDUCT

Attend school and lessons regularly and punctually

Wear the correct uniform

Show respect to staff and peers and the school environment

Make an effort to produce the best work you can in class and for homework

Stay in class.

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APPENDIX C

HIERARCHY OF REWARDS

We always prefer to reward good work and behaviour rather than apply sanctions for poor work or unacceptable behaviour.

Pride in self
Verbal Praise/recognition
Positive phone call home
Letter home
Credit – to be awarded in assembly & recorded on report
Most Credits in a week – ‘Star of the week certificate’
Most Credits in a month – Star of the Month £5 award, post card home
Most Credits in a term – Star of the Term. Choice of activity
Success!!!!

Only students who have received the Star of the Week award at least once during the term will be entered for the Jack Petchey

HIERARCHY OF SANCTIONS

Wherever possible we give pupils the opportunity to make restitution for poor behaviour and will select a consequence which is appropriate to the offence eg confiscation of mobile phones etc

Verbal Warning
3x verbal warning = short time out of lesson
Not earning a credit
Still uncooperative after a time out = removal from lesson to dining room or seclusion room for rest of lesson.
Seclusion in the seclusion room – either during a lesson or at break or lunch time in order to make up missing work
Lunchtime detention
Phone call home (always made if a pupil has been in seclusion)
Letter home
Isolation from lessons in the in-house seclusion room for ½ day, 1 day or 2 days.
Loss of privileges – This could include no access to games room, not going on a trip that the student has had to earn, no choice of meal at lunch.
Parent/Carer/Social Worker/ other agency meeting
Fixed term exclusion
Permanent exclusion

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Policy written in April 2008.

It will be reviewed in April 2009.

The following staff were involved in the compilation of this policy:

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