



Penarth Group School  
Positively Growing Success

## **BEHAVIOUR POLICY**

### **The Principles**

The Governing Body at Penarth Group School believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. It seeks to create an inclusive caring, learning environment in the school by:

- promoting desired behaviour and discipline
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring equality and fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures
- promoting a culture of praise and encouragement in which all students can achieve

Reviewed by: -

Stephen Watson – Headteacher

January 2019

Date for Review

January 2020

## **Roles and Responsibilities**

- The Governing Body will establish, in consultation with the head teacher, staff, parents and carers, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents/carers, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.
- The head teacher will be responsible for the implementation and day-to-day management of the policy and procedures.
- All school staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff has a key role in advising the head teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the head teacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- The Governing Body, head teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.
- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

## **Procedures**

The procedures arising from this policy will be developed by the head teacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the head teacher to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

## **Rewards**

A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that

desirable behaviour, self awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups; and that this praise is regularly communicated to parents/carers.

## **Sanctions**

Sanctions are needed to respond to undesirable behaviour. However, prior to any sanction being issued all solution focused strategies will have been implemented. The initial focus will always be to discuss and negotiate more positive behaviours.

## **Training**

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy. At the present time this is based on Team Teach.

## **Inter-relationship with other school policies**

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly anti-bullying, will be established.

## **Involvement of outside agencies**

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilizing the range of external support available.

## **Review**

- The head teacher will liaise with staff, students and parents/carers, in order to monitor and review the Behaviour Policy. The head teacher will report to the Governing Body on the policies, effectiveness, fairness and consistency.
- The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the head teacher, staff and parents/carers.
- The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Policy.

## **Expectations of pupils**

Pupils will be expected to:

- conduct themselves around the building in a safe, sensible, manner and show regard to others
- arrive on time to lessons
- follow reasonable instructions given by the teacher
- behave in a reasonable and polite manner to all staff and pupils
- show respect for the opinions and beliefs of others

- complete all class work in the manner required
- hand in homework at the time requested
- show respect for the working environment
- Follow the school rules.

## **Expectations of staff**

Staff will be expected to:

- to arrive on time to their lessons
- create a swift and purposeful start to the lesson
- reinforce clear expectations of behaviour
- deliver a suitably planned and structured lesson which meets all individual needs
- deal with incidents of inappropriate behaviour by following the school's procedures
- promote and reinforce positive behaviour in the classroom

## **Expectations of parents/carers**

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure pupils come to school correctly equipped and prepared to work

## **Promoting Good Student Behaviour.**

- Staff will praise students when they see good behaviour.
- Staff will tell students clearly what is expected of them
- Rules are consistent, fair and will be kept.
- Rules will be regularly reviewed with the staff and students.
- Responsibilities and expectations will be matched to individuals and their development.
- Staff will regularly inform parents/carers of outstanding behaviour – telephone calls, praise postcards and written reports.
- When students have worked hard to support others, in or out of school, they will be commended to their peers.
- Routines and clear boundaries will be set to ensure clarity of rules and expectations
- Lessons will be structured and planned with clear targets and aims

## **Rewards**

Good behaviour at Penarth Group School will be rewarded consistently and fairly.

- Staff will praise a student/group immediately upon their good behaviour and say why they are pleased.
- Staff will record positive comments regarding behaviour and achievement on the students' daily 'Target Sheets'

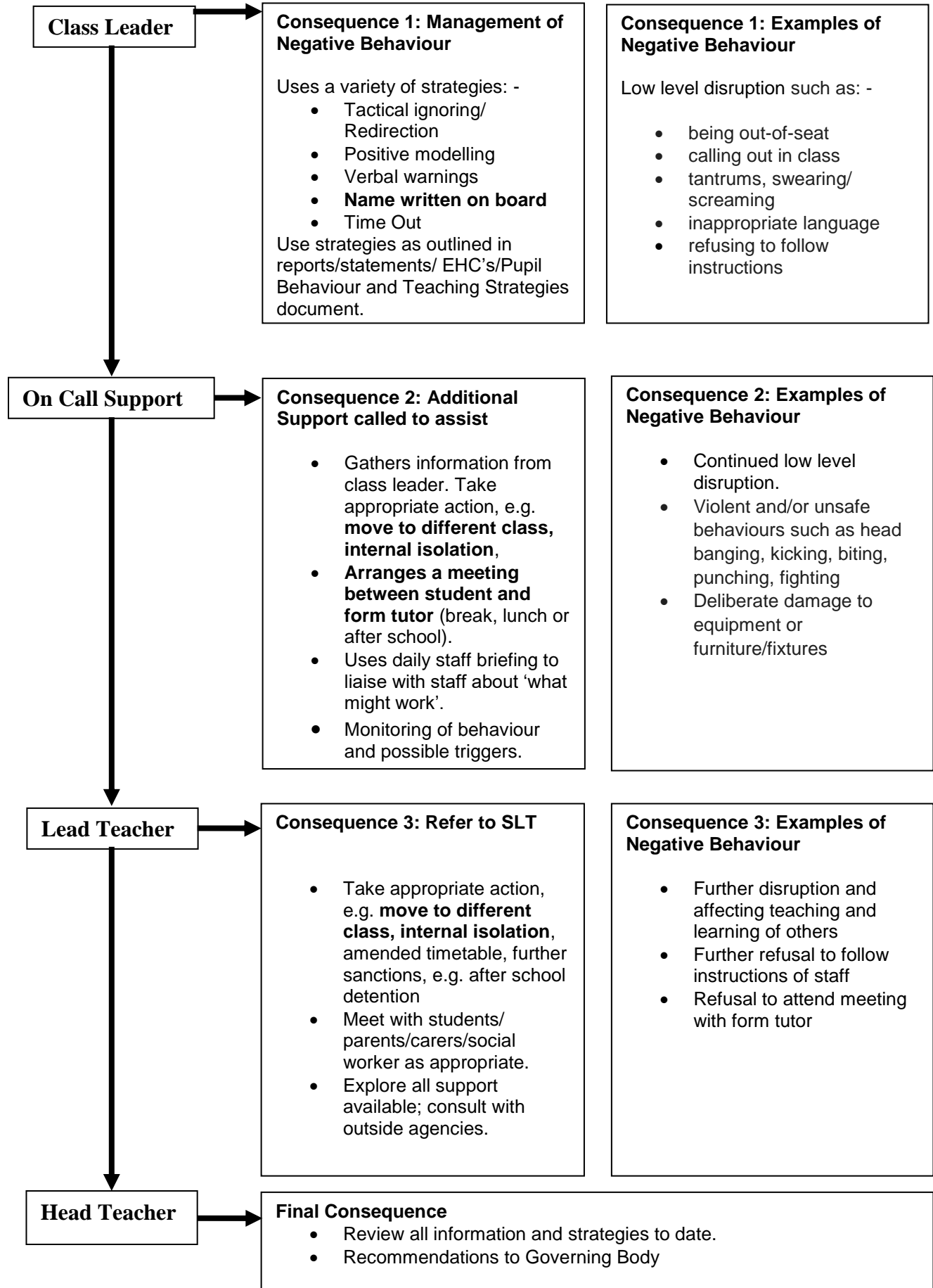
- Staff will use the daily team meetings to inform each other of students' praiseworthy actions.
- Staff will use meetings and telephone calls to inform parents/carers of praiseworthy actions.
- Notes of praise will be placed on the Achievement Wall to celebrate praiseworthy actions.

### **Unacceptable Behaviour**

Students will always be given the chance to consider their behaviour. They will be encouraged and supported to

- Make an apology to other students or staff as appropriate.
- Make suitable reparation.
- Demonstrate that they can keep to the school rules.

## Promoting Positive Behaviour



# Promoting Achievement

## Creating a Climate for Teaching and Learning

### Classroom Expectations

1. Your classroom should provide a calm but stimulating learning environment. Ensure that you are prepared by having the lesson objectives clearly defined. If this is what the students learn to expect on arrival, the lesson should start more smoothly and students who may arrive at different times will enter into a working classroom.
2. Ensure that all students are catered for through differentiated tasks and that they understand these tasks clearly. Students should fully understand the expected outcomes of the lesson. Where students are successfully engaged, off task behavioural difficulties should be reduced.
3. Encouragement, praise and empowering the student should be used whenever possible.
4. Assess and reward where appropriate, making sure that all targets set are encouraging. Try and avoid words such as 'but' and 'however' when making summative comments. Use positive language, always pointing out what they should be doing rather than what they shouldn't be doing.
5. Use a short plenary session to discuss the outcomes of the lesson with each student. Each student should leave your lesson knowing how they have done in terms of behaviour and achievement.

### Use the Minimum Effective Response

Shouting or intimidating gestures and comments are not appropriate and are not supported as effective methods of student management.

Students displaying negative behaviours expect to be confronted. This will often lead to more confrontation, where the student may feel that they have no way of backing down and the situation will only escalate.

Management of negative behaviours should be based on

1. ***The general strategies of Team Teach for example: -***
  - Doing the unexpected – stay calm and tactically ignore their behaviour. When the student is calm discuss the situation with them, in order to seek resolution of the underlying problems.
  - Use of non verbal communication.
  - Offer the student choices as to where the situation can go. Always give them the opportunity to correct their behaviour.

- Offer 'hurdle help' – practical assistance in making some form of reparation.
- Offer positive alternatives to misbehaviour.

**2. *The specific strategies of the student's Behaviour and Teaching Strategies document***

**Remember - always tackle the behaviour and not the student.**



## **Appendix 1**

### **A Guide for Parents and Carers**

*In matters of behaviour we think it is essential that parents/carers share our policy and are encouraged to work with us to create a safe, nurturing and encouraging environment, in which all students have the opportunity to fulfil their full potential at Penarth Group School.*

#### **School Principles**

At Penarth Group School we believe that all people are of equal value and that showing **respect** to others, both adults and peers, is the foundation of good behaviour which enhances learning.

Students need to learn to take **responsibility** for making good choices in their behaviour. They will be praised and encouraged whenever they work well and behave appropriately towards others in school.

#### **School Rules**

Penarth Group School has four basic rules which are clearly set out to the students in our care. All students are expected to:

- Talk and behave respectfully to others
- Show consideration for other people's learning
- Allow the lessons of others to take place without interruptions
- Respect other people's possessions and space
- Stay in the session and take part in all learning activities until the lesson has ended

Through the fair and consistent application of these rules we aim to provide clear boundaries that will

- Make everyone feel valued and safe in school.
- Ensure that every student has an equal opportunity to learn to his or her full potential.

#### **Lunchtime and Breaks**

Students are expected to stay on the school site at lunchtime and break, unless under the direct supervision of a member of staff. Failure to do so will result in sanctions.

#### **Rewards**

Good behaviour will always be praised and rewarded, through a variety of schemes within school. The school staff will keep you regularly informed of your child's success and progress.

### **Additional Support**

As part of the ongoing process of supporting your child to work within the boundaries set by school, it may be that you will be invited to:

- Consult with school staff.
- Attend meetings, both formal and informal, at all stages of support and intervention.
- Support school staff in referring your child to appropriate outside agencies.
- Work alongside school staff to consider the most appropriate way forward for your child.
- Be an active participant in all school based plans concerning your child.

### **Inappropriate Behaviour**

Despite the best efforts of all concerned there may be a time when your child oversteps the boundaries into areas of unacceptable behaviour. These behaviours include:

- Sustained offensive language towards others, including racist, sexist and homophobic abuse.
- Continued disregard for school rules, procedures and staff instruction.
- Theft from staff, fellow students or school premises.
- Deliberate damage/vandalism to property.
- Violent and aggressive behaviour towards others – peers and/or staff.

Every opportunity will be given to your child to make amends, to apologize and to rebuild relationships. However, incidents of this nature will be treated very seriously and will result in sanctions, which could eventually lead to

- An 'Internal exclusion'.
- Removal from school by parents/carers.
- Fixed term exclusion.
- A permanent exclusion.
- A report of the incident to the police.

School staff will work closely with parents/carers in their response to any incidents of unacceptable behaviour, in the firm belief that a joint approach will reduce the likelihood of such incidents occurring again.

## School Protocol for Incidents of Extreme Behaviour

When any student displays aggressive, destructive or disruptive behaviours that could imply a risk to other students or members of staff please follow the agreed guidelines:

- Make sure you are **aware of the Behaviour and Teaching Strategies document** of any student you work with, if they have one.
- If in doubt, **speak to the teacher** or other member of the student's class team.
- Remember that, in most cases, students with communication impairments are trying to **convey a message** when they display undesirable behaviours. Don't take it personally; it's normally not about you.
- First of all **make everyone safe**. It can be easier and less risky to help other students out of the area than to physically intervene trying to stop the upset student. The other students may become distressed at the danger or at witnessing their classmate being aggressive.
- A minimum of **two people** to deal with the situation. Consider also if there may be too many adults present.
- Be clear about **what adult is in charge of the situation**. Different people giving different instructions can make the situation worse. One person to coordinate all other adults involved and make the necessary decisions.
- If you are called to support don't imply that you are required to take over, just **offer your help and wait for instructions**. The same applies if you are just passing by.
- Use a **non-confrontational** approach (language, body language, personal space), try to **deescalate** the incident. Use calming, positive communication.
- If **physical intervention** is required keep this to the bare **minimum** (in time and intensity). Think and discuss with colleagues whether this is absolutely necessary. Physical contact can many times aggravate the situation. Only recognised restraint trained members of staff to intervene, e.g. Team Teach, TCI, Positive Options.
- Before intervening physically consider not only if this is necessary but also **what is going to happen when the intervention finishes**.
- **Constant communication** between adults involved in the incident is very important.
- If a colleague is hurt or upset, or clearly targeted by the student, **offer help**. Is there someone available to **replace** them? Do they need a first aider?
- **Always record incidents** appropriately
- **De-Brief**: Once the incident is over, meet with all adults involved (including student's teacher) to discuss possible causes of the incident, if it should have been dealt with differently, implications, ideas for the future...