



# **Kingswode Hoe School**

## **Policy on behaviour and attitudes**

**2020 - 2021**

# Kingswode Hoe School

## Policy on behaviour and attitudes

*'The vast majority of pupils in a school are capable of behaving well ... those who do not behave can be taught to do so through explicit teaching and effective behaviour management.'* Ofsted September 2019

### Statement of Purpose

This policy should be used in conjunction with:-

- Child Protection Policy
- Anti-Bullying Policy
- Positive Handling Policy

Kingswode Hoe School believes that all children have equal worth and equal rights. We will encourage and support our pupils to develop appropriate behaviours by building on their own strengths and developing confidence in their own abilities.

Kingswode Hoe School believes all behaviour communicates a need, emotion or other motivation and that at times other pupils or adults may experience this as challenging. Members of our staff will treat each pupil as an individual and will develop a flexible approach to meet their differing and changing needs to enable them to reach their full potential. Members of staff will involve the pupil and important people in their lives in decisions about how we will support and encourage appropriate behaviour.

We will do our best to prevent negative behaviour incidents by ensuring that adults interact positively with pupils, by providing engaging activities based on an awareness of pupil needs, teaching them the skills they need to behave well and using verbal de-escalation techniques.

Sometimes pupils will need our help to stop them from harming themselves or others and we may need to intervene physically in order to keep them and/or others safe. This is rare and staff will apply techniques learnt from Essex STEPS and request support from a senior member of staff.

Staff have received training on Essex STEPS and this training is updated regularly. There is an Essex STEPS tutor on the staff.

## **Positive Behaviour Support**

Supporting pupils with their behaviour is an integral part of our daily work as staff at Kingswode Hoe School. All staff, regardless of role, have a part to play in upholding our values. All staff need to respond to the needs of pupils and fellow staff to enable everyone to feel safe and able to teach and learn.

Positive and effective behaviour support at Kingswode Hoe School is dependent upon the following conditions:

- A GROW ethos (see Appendix A)
- A range of positive reward strategies
- A calm, measured response to incidents of challenging behaviour
- A therapeutic attitude and approach to the care of children
- A blend of consistency and flexibility depending on the needs of pupils who present various levels of need
- Teaching that is well planned, executed, clear in its objectives and appropriate to the ability and interests of the pupils
- Open communication with parents and carers
- Co-ordinated meetings to involve everyone in the pupils' development
- Appropriate verbal communication with pupils
- Essex STEPS approaches

## **Roles of pupils and staff**

### **The role of the pupil**

There is a clear expectation that pupils should uphold expectations for behaviour by:

- Co-operating with and helping others
- Preparing themselves for learning
- Accepting responsibility for their actions
- Seeking ways of improving themselves (personal achievement)
- Contributing to the positive life of the school (community excellence)

Pupils are encouraged to choose their own behaviour strategies such as using a time out card and being willing to take part in repair and rebuild sessions with both staff and peers.

Staff should discuss what works best with each pupil and record these strategies in their individual pupil passports.

### **The role of the classroom support staff**

Support staff are responsible for the welfare of the pupils in collaboration with the teaching staff. They will help to communicate and manage individual strategies and take part in individual or group discussion time, as well as record incidents and observations. They will help to prepare pupils for their day and review achievement and progress during the course of the day.

### **The role of the class teacher/form tutor/key stage leader**

The teacher works in partnership with the support staff in order to support the needs of the pupils in the classroom and create a calm and comfortable environment conducive to learning. Each teacher has charge of the overall management of the class and classroom, the daily routine, the structure and organisation of lessons and activities as well as curriculum content and delivery. The form tutor is the first point of contact for any issues with behaviour or wellbeing and will liaise with key stage leader as required. A referral to the **LABS** panel can be made if strategies at class or key stage level are proving unsuccessful and extra support is needed. (**LABS**- Learning, Attendance, Behaviour and Safeguarding regular review team meetings- see p 12 for details)

### **The role of the Wellbeing Mentor**

The WBM works across the school to support staff and pupils with emotional difficulties and behaviour. The WBM liaises with outside agencies and the safeguarding team in order to set up intervention groups and sessions for identified pupils.

### **The role of the Senior Leadership Team**

The SLT ensures staff have timely and regular training to support them with pupil development, behaviour and wellbeing. The SLT seeks additional resources, which could include alternative provision or staffing arrangements in order to help manage challenging behaviour.

### **A Therapeutic Approach**

Our work at Kingswode Hoe School is based on a desire to improve the quality of outcomes for all of our pupils. Our school GROW ethos guides the way we work with pupils and each other positively to continue to develop pupil capacity to reflect on, and manage, their own behaviour.

The GROW ethos: (See Appendix A)

As adults in school, we must be mindful of:

- Planning the day with others in mind
- Being reasonable, flexible, respectful and considerate
- Modelling, demonstrating and upholding professional and organisational values
- Preparing for most likely scenarios, if we can predict it, we can prevent it
- Shaping the environment to suit the needs of the individuals who use it
- Using reasonable, proportionate, known and practiced support strategies
- Accurately utilizing routine reporting and recording procedures
- Updating Pupil Passports
- Upholding Essex STEPS strategies with a focus on roots and fruits

Staff should use a blend of consistency and flexibility when managing behaviour and the age, the emotional needs and the circumstances of the pupil should be a factor in how we apply the next steps. Behaviour strategies should be bespoke for every individual.

Staff should, wherever possible, use positive language when communicating about behaviour. Language is both the main tool for learning and for positive therapeutic behaviour management.

It is important to remember that there is more than one type of language: verbal and body. Body language conveys 80% of the meaning or intention. So the language of our bodies needs to reflect all of the above not just our words.

Some examples of correct verbal and non-verbal communication are:

- Model appropriate language alternatives to challenging behaviours
- Provide opportunities to teach emotional language
- Use language which is accessible to pupils and use strategies to support pupils to express themselves
- Staff need to model appropriate responses
- Directions should be unambiguous and given without menace
- Describe the behaviour, 'This is what you are doing'
- Explain the effect of the behaviour and why it should stop
- Specify the correct behaviour
- Give positive feedback repeatedly and frequently: be concrete, specific, honest and accurate. Catch them doing things right and remark on it. For example, 'You have worked hard at that'. Praise for who they are as well as what they do is important, for example 'that was kind, I've noticed you are often kind to him'. Research has shown that praise for effort rather than achievement is more effective
- Earshotting, some pupils find it difficult to accept praise directly so let them overhear you saying something good about them
- Set tasks you know they can accomplish, with effort, and then they know the praise is genuinely earned
- Give them opportunities to record their own progress
- Provide opportunities for them to help others, and take responsibility then they have something to be proud of
- Point out their strengths and give opportunities to use them
- Encourage practice to achieve mastery in their chosen area
- Remind them of their achievements
- Comment positively on their appearance
- Comment on your own mistakes in a non-judgemental way e.g. 'I know I can do that right if I try again'
- Keep their optimism and confidence high by encouraging them to see any problems as temporary

It is very important to develop and sustain supportive, positive relationships with children who exhibit challenging behaviour. A social relationship involves a series of interactions between children over a period of time with some continuity between successive interactions.

## **Quality first teaching**

In order to maintain the highest level of discipline it is critical that teachers provide well-planned and executed lessons that are clear in their objectives and appropriate to the ability and interests of the pupils. This is a fundamental expectation and without it, pupils' interest in the school and its standards will deteriorate. Differentiated class work and teaching approach is an accepted and essential ingredient to any school lesson.

## **Communication with parents and carers**

Many parents and carers value the opportunity to support staff in their approach to behaviour support. It is essential that staff communicate with them by:

- Using a home-school diary (planner) which is sent home each day (KS2 and KS3)
- A telephone call which explains behaviour, both positive and negative, and any potential consequences

## **Rewards**

Each year of the school uses a variety of rewards, which celebrate both academic and personal achievement. We are committed to the development of a positive environment where praise and focus on achievement is part of school culture.

This is achieved through recognition, rewards and celebration. This is done in a variety of ways:

### **In class**

- Star of the day/week in classes as appropriate
- Credit time to 'spend' rewards given to pupils for a range of achievements during the week
- Additional group and class rewards decided by the class teacher in conjunction with the children
- Extra privileges in class e.g. giving additional jobs or responsibilities
- The use of class assemblies to celebrate achievement and those achieving credits
- Issuing stickers, notes in home-school diaries (planners) and use of Arbor to send home letters celebrating one-off achievements

### **In school assemblies**

- Celebration of Star of the Week from each tutor group
- Opportunity for children to show good pieces of work and talk about their achievements and interests
- Praising pupils doing well and showing an improvement in behaviour
- At the end of each half term mention of pupils achieving 100% attendance
- Subject specific awards and presentations, such as certificates for involvement in sporting activities and successful employability opportunities
- Celebrating any individual achievements such as Jack Petchey

Other opportunities to celebrate include:

- The issuing of certificates from sporting activities
- Sports Day and the issuing of awards to individuals for achievement
- The announcements of the performance of sports teams in newsletters and assemblies
- Awards given by subject leaders for excellence in a given subject
- Stickers given by teachers and support staff where staff wish to recognise an achievement in an immediate, visual way
- The use of Jack Petchey awards. Six pupils each year will be nominated for the award for positive attainment, behaviour, achievement, contribution to school life or showing improvement and resilience. The award winners will be given £250 to spend on something that benefits other pupils

### **Operation of School Credit System**

The system works on the principal of rewards through earned behaviours and endeavours and neatly integrates the school's code of conduct principles as well as identifying the individual needs of each pupil through the inclusion of EHCP targets

### **Expectations and Sanctions**

If expectations are not followed, then a child needs to be given an opportunity to 'repair the damage' caused by this inappropriate behaviour, appropriate for their level of understanding and need. Children deserve to have a structured environment where they can be safe and secure in the knowledge that there are limits to their behaviour. Knowing that someone cares enough to put boundaries and limits to uncontrolled, unacceptable behaviour is an important concept for children to learn.

There will be times when someone will choose not to follow behaviour expectations, preventing others from enjoying and being comfortable in the learning environment. When this disruptive behaviour occurs, action must be taken calmly and quickly and without highly emotive responses.

The expectations that pupils follow are in our GROW ethos (see Appendix A). Pupils ignore expectations when they:

- Ignore staff instructions
- Refuse to work
- Fail to attend lessons without permission
- Use mobile phones in or out of school (eg. on trips) unless given permission
- Swear
- Spit
- Damage property
- Bully
- Hurt others verbally or physically

There are some violations that are unlawful and under these circumstances, the school reserves the right to involve the police. These are:

- Possessing, using or distributing legal or illegal drugs and alcohol

- Stealing
- Assaulting staff and/or other pupils
- Causing criminal damage to property
- Bringing weapons onto school premises
- Circumstances that pose a direct threat to the welfare and safety of others

In these cases, the school reserves the right to take immediate action. Staff have the power to search pupils without consent if there is evidence to suggest that prohibited items are being carried in accordance with the school's statutory powers under the Education Act 2012.

When behaviour expectations are not met, the pupil must accept reasonable consequences.

At Kingswode Hoe School, we favour a system of repair and rebuild in response to inappropriate behaviour wherever possible. This helps the pupil to better understand how they are responsible for their behaviour and what happens next.

Repair and rebuild for children within the school should be well thought out and planned to be effective. These guidelines are followed when planning sanctions:

- A sanction may be something that individuals do not like, such as cleaning up a mess they have created, but must never be physically or psychologically harmful
- Sanctions are a choice that are discussed with the individual so that they are not imposed without prior knowledge or warning
- Sanctions do not have to be severe to be effective, very often the tokenistic consequence which merely gives a signal and is not resented is the most effective
- Staff need to be careful to ensure any sanction discussed or suggested has been agreed in consultation with relevant staff and/or parents/carers
- Sanctions are chosen so that they form a hierarchy the first being a warning and the last being more severe.

Great effort is taken to ensure consistency throughout the school though, as with the expectations and the rewards, they need to be pupil/group/age specific. Repair and rebuild can involve the following activities (not exhaustive):

- Time out
- Paying back time
- Not earning a privilege
- Cleaning up (where appropriate)
- Performing an appropriate task
- Writing a letter of apology
- Verbally reprimanding the child

- Asking the child to leave the group for a short period in order to calm down and think about the consequences of their actions and how they would like to be seen by others
- Asking the child to leave the group for longer periods ('Time out'). Under these circumstances a member of staff team must supervise the child, using this as an opportunity to discuss such issues as rights and responsibilities
- Withdrawing permission for a child to participate in a previously planned activity (providing that the activity concerned is to take place soon after the unacceptable behaviour that led to the sanction)
- 'Grounding' a child, not providing them with permission to go out of the school for a period (for example, for the day on which the unacceptable behaviour took place). However, careful consideration needs to be given to behaviour management issues that could potentially arise were a number of children to be 'grounded'
- Children may be asked to make a contribution towards the cost of any loss or damage for which they are personally responsible. When considering such a measure, the following must be taken into account. Repayments should not extend over long periods of time. In ordinary circumstances, repayments should not extend beyond a period of four weeks for any one incident. While in exceptional circumstances this period can be increased, it must be remembered that lengthy periods of deductions become meaningless to the child, who begins to feel that they have nothing to lose

## **Exclusions**

### **Internal isolation**

Internal isolation is a sanction that will usually be imposed for serious incidents or persistent misbehaviour. Internal isolation can be imposed only by senior staff and involves a pupil working away from their peers for a period of a half day to a whole day.

During this time the pupil will work in a room or area under the supervision of a senior member of staff and will do work set by the pupil's teacher. During internal isolation the pupil will not have their break with other pupils but will be given frequent short toilet breaks and supervised at lunch. During internal isolation, the pupil will usually work quietly.

The supervising member of staff will speak to the pupil at some point in the exclusion period about why they have received the sanction and how to avoid a similar situation in the future. Internal isolation is a serious sanction and the pupil should see it as such, with the loss of privileges and exclusion from peers making it something they would not want to be repeated.

Parents will be notified of internal isolation by telephone and/or letter as in the case of fixed term exclusion. It is expected that internal isolation will not generally be used for primary pupils. The decision and rationale for internal isolation as a sanction will be recorded on My Concern.

## External Exclusion

There are two kinds of exclusion:

- Fixed term
- Permanent

If a key stage leader thinks that a fixed term external exclusion is required, that must be referred to the headteacher, as she is the only staff member authorised to make such decisions.

The headteacher is the only member of staff who may permanently exclude pupils and must follow statutory procedures.

## Reasons for exclusion

### Fixed term exclusion:

Pupils may receive a fixed term exclusion for the following types of behaviour: (this list is not exhaustive but indicates the *type* of activities)

- Physical or verbal bullying, including racist, sexist and homophobic bullying
- On-line bullying
- Vandalism
- Hurting other pupils
- Hurting staff
- Stealing
- Bringing banned substances to school
- Persistent refusal to comply
- Persistently disrupting learning
- Poor behaviour on way to or from school
- Activities outside of school where police are involved (depending on severity)

A fixed term exclusion can be for whole or parts of the school day and does not have to be for consecutive periods i.e. could be every Monday afternoon for a period or each lunchtime for a period.

Pupils may receive a permanent exclusion for the following types of behaviour: (this list is not exhaustive but indicates the *type* of activities)

- Bringing a weapon to school
- Bringing drugs to school, intending to supply
- Serious assault on another pupil
- Serious assault on an adult
- Persistent dangerous behaviour
- Persistent threatening behaviour
- Persistent bullying, including racist, homophobic and sexist bullying

- Persistent voicing of extremist views
- Serious activities outside school where police are involved e.g. arson

### **Exclusion and disability**

Pupils are only excluded on disciplinary grounds, never as a result of their academic ability or their disabilities. However, a child with a diagnosis related to behaviour may be excluded in order to keep them or others safe.

### **Learning, Attendance, Behaviour and Safeguarding Panel**

Every member of staff has a responsibility to help maintain good standards of behaviour throughout the school. Part of the role of members of the senior leadership and extended senior leadership team is to enable and support staff to do this.

Behaviour and pupil issues are also monitored by the Assistant Headteacher with responsibility for behaviour in weekly meetings with the headteacher and personal development and wellbeing mentor. These meetings are called LABS (Learning, Attendance, Behaviour and Safeguarding). Key stage leaders will work closely with the assistant headteachers and LABS and be instrumental in dealing with issues, particularly in relation to behaviour and safeguarding.

### **Training**

The Local Academy Committee will be kept up to date about training on all aspects of behaviour management that is provided to support the implementation of the policy.

**Presented to and approved by the LAC:**

**To be reviewed:** as necessary but at least annually.

# Appendix A

Kingswode Hoe School GROW ethos



Guide and listen

Raise the roof of  
resilience

Openly celebrate  
achievement

Work together

Kingswode Hoe School

What we plant today, we grow tomorrow

