



# Promoting good behaviour policy (including Rewards and consequences)

Please consider this in conjunction with:

Sequence of consequences

Behaviour management policy

Safeguarding policy

Anti-bullying policy

Complaints policy

September 2013

Last reviewed: July 17

## **Promoting good behaviour policy**

### **Aims of the Policy**

- To create the conditions which enable effective learning to take place
- To develop mutual respect, politeness and consideration between all members of the school community
- To develop and maintain respect for the school and wider environment
- To enable students to develop high standards of self-discipline

### **Good Behaviour and Discipline**

The discipline of students is part of the total relationship between adults and students. Each student must be recognised as a valuable individual. In the disciplinary system at White Trees Independent School, the emphasis is placed on the positive. Encouragement and praise is given for good behaviour, for real effort and for making positive choices. Staff will be encouraged to 'catch' students doing the right thing. If criticism is used it should address both positive and negative angles of the situation.

There are also a range of consequences which can be applied with flexibility. There is also a clear stepped approach to consequences in the 'Sequence of consequences'. Some approaches may include those listed below, but staff are encouraged to work together and develop meaningful approaches

- Verbal reminder
- Time away from the group
- Referral to another member of staff
- Time out if appropriate
- Withdrawal of privileges if appropriate
- Reparations for damage

### **School Rewards**

During the school day White Trees Independent School operates a Behaviour Reward Scheme. Students work towards achieving a reward at the end of the school week, which takes the form of a raffle. Students are awarded raffle tickets for their achievement and attainment during the day, during the School council session at the end of the day. They also award raffle tickets to each other. The draw for prizes is on Thursday afternoon. In order to achieve this reward, students must be on task, not disrupting the learning of others, behaving in a positive way, and showing progress. This system of reward is linked to being on task and cannot be withdrawn from a student for other behaviours. These other behaviours should be dealt with in a way that has been agreed for that student on their 'Blue to Blue'. This is a whole school initiative, however, staff still use a range of other behaviour management tools and strategies that best suit the situation and individuals concerned.

Students will be involved with developing this and other policies that impact on behaviour and consequences.

Due to the nature of difficulties experienced by students at White Trees Independent School, situations may arise where a student has to be withdrawn from class. In such circumstances the student is encouraged to re-join class once the behaviour has ceased. All students have a behaviour management plan, in the form of the Blue to blue process. This is a means of assisting students to develop skills for self-management. Such plans are reviewed regularly. If a student leaves a classroom without consent the situation should be monitored and again efforts are made to enable the student to re-join the group.

If a consequence involves curtailment of the curriculum this must be weighed against loss of learning potential. Withdrawal from whole school events must be discussed with the Principal in relation to educational activities and Director of Children's Services in relation to residential activities.

For some of our students with challenging behaviour it can be reasonably predicted that physical restraint may be necessary. See also Restraint Policy and Procedures

## **Expectations**

When dealing with behavioural issues staff should always be aware of the following:

- All students should show respect and courtesy towards teachers and other staff and towards each other
- Parents and carers to encourage the students to show that respect, and support the school's authority to 'discipline' its students
- Principal and teaching staff to help to create that culture of respect by supporting the staff's authority to 'discipline' students, and ensuring that this happens consistently across the school
- The Principal to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the student and at the same time supports the person who is the subject of the allegation. Staff should familiarise themselves with relevant policies
- That all teaching staff will be good at managing and improving student's behaviour
- In no circumstances should any form of corporal punishment be used
- In all disciplinary actions it is essential that the student fully understands that it is the behaviour that is not acceptable and not the student as a person.
- Staff are expected to set a good role model at all times
- Around the school, staff are responsible for the behaviour of all students within sight or sound of them
- High expectations of good behaviour should be maintained at all times
- There should be a consistency of approach across the school
- All incidents should be approached in a professional manner clearly defining when an incident is over. Reprimands or consequences should not be continued unnecessarily, and the principles of the CBT training received should be at the forefront of our minds
- Students should not be put at risk of humiliation or isolation through means of behaviour management
- Due to the learning needs of students at White Trees Independent School staff should be aware of the need to plan stimulating and exciting lessons in order to minimise disruption through negative behaviours
- Staff should always avoid statements which leave themselves or members of senior management without room for manoeuvre. A staged and stepped approach should be taken in line with the CBT training that all staff have received
- Consequences must not be designed to discourage a whole group, and must avoid long term damage to relationships and students' self-esteem
- Distinctions should be made between minor and more serious offences

If a student deliberately damages school property, whether it be to the fabric of the building or the items such as books which are defaced or damaged, students are expected to make amends for this in a way that is appropriate and mutually agreed upon.

Only the Principal with the Governing body and Directors, has the power to exclude students on disciplinary grounds. (See also Exclusion Policy)

### **Use of restraint and reasonable force**

White Trees Independent School (as part of SureCare Residential) believes that:

- A 'no touch' policy is untenable. It is often necessary or desirable for a teacher to touch a student (e.g. dealing with accidents or teaching musical instruments).
- Teaching staff have a legal power to use reasonable force. They can use force to remove a student who is disrupting a lesson or to prevent a student leaving a classroom.
- Teaching staff can search without consent for an extended list of items including alcohol, illegal drugs and stolen property.
- They must have measures in place to deal with bullying both in and outside of school.

Reasonable Force is deemed to be in line with the definitions agreed and actions rehearsed during initial and on-going training all White Trees Independent School Teaching staff receive with regard to restraints and health and safety. Such training is administered by fully qualified staff.

School staff are also guided by the DfE guidance on 'Use of reasonable force'. All events are logged in the relevant books, and reviewed by the Principal weekly.

(See Restraint policy and School Visits policy)

### **Training teaching staff**

On-going training in behaviour management, positive psychological approaches and ways to develop positive relationships is offered by White Trees Independent School and SureCare Residential. A consistent approach is adopted, including ways to celebrate success. Celebrations will be discussed with students and a system put in place. SureCare Residential and White Trees Independent School offer support via their Consulting Educational Psychologist in an effort to help students maintain a positive behavioural approach to their education, as well as to offer helpful strategies to the teaching staff when there are difficulties

### **Serious offences may include the following, but should be considered in context:**

- behaviour which places the student or others in danger
- setting off the fire alarm other than in an emergency
- any form of physical, or verbal abuse, including gathering in large group intending to intimidate others
- bringing onto the school premises any type of weapon, including any type of knife/penknife or
- any type of gun, including toy guns and replicas. This also applies to travel to and from school.
- using foul language toward staff or other students in an intimidating way
- direct refusal to follow a reasonable instruction.

Unforeseen situations may also be included in this category. This means any act not listed above which is perceived to be against the common good of the school community.

Teaching staff with responsibility for students have the power to discipline those whose behaviour is unacceptable or who fail to follow a reasonable instruction. Their power to discipline applies to student behaviour in school and outside school, in certain circumstances.

### **Searching Students**

Teaching staff can search students with their consent for any item that is banned by the school. Teaching staff authorised by the Principal have the power to search students or their possessions, without consent, where they suspect the student has weapons, alcohol, illegal drugs and stolen items.

### **Equal Opportunities**

In matters of discipline the only criterion that is used is the student's behaviour, in the context of his/her individual needs, and irrespective of race, religion, socio-economic background, gender or disability.

Staff endeavour at all times to help students understand why consequences or rewards are being applied, to help the student develop a clear understanding of the consequences of all their actions.

### **Monitoring and Evaluation**

This policy sets out the intentions of dealing with discipline at White Trees Independent School. The policy will be kept under review by the Directors.

### **Notes**

Throughout this Policy, where it states 'parent/guardian' this relates only to those students who are not on a full Care Order i.e. where parents have shared parental responsibility.

The Discipline Committee is made up of the Principal, one of the Directors and the Educational Psychologist