

Broomhill School

Acceptable Behaviour Policy



Created: November 2016

Introduction

At Broomhill School we aim high for all our pupils and strive to help them reach their full potential within the domains of academic and personal development. To help achieve this, it is a key aim of Broomhill School to create a learning environment where pupils feel secure, valued and motivated to learn.

The behaviour policy aims to ensure:

- Behavioural expectations are clearly outlined to pupils and positive social skills are specifically taught.
- Proactive strategies are in place to help prevent inappropriate behaviour from occurring.
- A focus on the positive reinforcement and rewards for good behaviour and celebration of pupil achievement.
- Fair, constructive and consistent consequences are provided in response to inappropriate behaviours.
- Close communication occurs between school and home, so that parents and carers are aware of pupil behaviour (both positive and negative).

Who is responsible?

Acceptable behaviour and discipline is a joint responsibility between school and home where pupils, parents and staff share a commitment to work together to achieve our school aims.

Our Expectations

- Pay attention and work hard
- Listen carefully, be patient
- Always tell the truth
- Be friendly towards each other
- Share with others
- Keep trying
- Be polite
- Always obey instructions promptly
- Take care of school and other people's property

It is the expectation that all members of the school community behave in a way which is:

- Safe.
- Respectful.
- Responsible.

Pupils across the school actively participate in lessons which explore what this means in a general sense, and specifically, the implications for their behaviour at school. Teachers facilitate discussions about what

these expectations should look like, sound like (voice level) and feel like in different school environments (e.g. classroom, dinner hall, corridors, toilets, playground, bus).

This links closely with understanding and respecting the rights of the child (UN Charter), which again are taught explicitly to pupils, linking to behavioural expectations. They are as follows:

Staying Safe:

- You have the right to be protected from being hurt, in body and mind. (Article 19)

Respect:

- You have the right to give your opinion and for adults to take it seriously. (Article 12)
- You have the right to a clean and safe environment. (Article 24)

Learning:

- You have the right to a good quality education. (Article 28)
- Your education should help you develop your talents and abilities. (Article 29)

Proactive Strategies

Behaviour in School

At Broomhill we take a positive approach to promoting acceptable behaviour, recognising and rewarding such through certificates, special mentions in assemblies, displays on the pupil achievers board, features in school newsletters and the rewarding of school house points.

Teaching

All behaviours (both positive and negative) are considered to occur to serve one of four main functions:

- Gaining attention
- Gaining access to something tangible (e.g. item or activity)
- Avoidance or escape
- Self-stimulation

With this in mind, features of the daily schedule and lessons delivered can help prevent inappropriate behaviours which serve the above functions.

Gaining attention

- Frequent praise and reinforcement are provided for on task behaviour, good work and social behaviour.
- Where required, pupils are taught appropriate ways to gain attention (e.g. raising a hand).

Gaining access to something tangible

- Frequent opportunities are available for choosing, where pupils can access preferred activities.
- Where possible, preferred activities are incorporated into lessons, including access to the outdoors.
- Where required, pupils are taught to request for items appropriately, to replace inappropriate responses (e.g. snatching, shouting).

Avoidance or Escape

- All teachers endeavour to deliver engaging and motivating lessons, incorporating aspects of preferred activities where possible.
- Frequent breaks from table-based learning are available, including group work, choosing time and PE among others.
- A large focus is placed on differentiation for learners of different levels or learning styles. Ensuring teaching is pitched correctly for pupils will help reduce motivation to avoid learning.

Self-Stimulation

- Typically, challenging behaviours linked to self-stimulation are linked to a diagnosis such as ASD. Proactive strategies may involve teaching play skills or shaping towards the use of appropriate toys which provide the same sensory feedback.

Teaching Linked to Personal Development

- Teachers facilitate class discussions about the implications of behavioural expectations and respecting the rights of the child, and what this specifically means for individuals within the context of different school environments.
- From discussions, visual reminders are displayed in class and around the school in the form of posters.
- Social skills are taught specifically using curricula Bounce Back.

Whole-class Reward Systems

As a school, whole-class rewards are in place to positively reinforce good behaviours linked to learning and social development. Each class's system varies slightly to accommodate the age and profile of the children, but each comprises the same key features:

- High frequency positive feedback for appropriate behaviour

Out of Class Reward System

Pupils may earn Golden Tickets for positive behaviour displayed out with the classroom, including the playground, corridor and dinner hall. On the ticket, positive feedback is provided, detailing the behaviour demonstrated which earned the ticket. The Golden Ticket earns a point which is delivered by their teacher, when they return to class. Golden Tickets are then placed in a ballot which is drawn at weekly assemblies. Winners receive an additional reward (e.g. reward room time/"tea party").

House Points are available from teachers for displaying behavioural expectations and/or rights respecting behaviour (particularly linked to the "right of the week" as highlighted during weekly assemblies). Senior Management Team may also award Golden House Point (worth 5 House Points), when they observe good examples of behaviour, or when a class teacher refers a pupil to management following good behaviour.

Reactive Strategies

Behaviour Management in the Classroom

The majority of inappropriate behaviours are managed within the classroom. These include:

- Lateness
- Being unprepared
- Talking at inappropriate times/with inappropriate volume
- Calling out
- Refusal to follow adult instructions
- Inappropriate tone/attitude
- Inappropriate comments
- Incomplete school uniform
- Minor dishonesty (e.g. copying a peer's answer)
- Throwing (which is not directed toward a person or intended to cause destruction)

Other than for lateness, forgetting homework and incomplete uniform (which are dealt with using a different strategy), if a pupil engages in classroom-managed behaviour, the following steps are implemented by the class teacher:

Stage 1: Verbal warning (explicitly state that it is a formal warning).

Stage 2: Warning card issued and placed upon pupil's desk for the remainder of the session (unless issued 15 minutes or less before the end of session, in which case it remains for the following day).

Stage 3: 10 minutes to complete a 'Stop and Think' Sheet (differentiated for age/ability) in a buddy classroom. If there have been 3 previous Stage 3 logs in a week stage 4 should be activated.

- Behaviour to be logged by class teacher or PSA.
- Class work missed to be completed at next break (morning break or lunch break, or carried on to tomorrow's break if occurrence is in the afternoon) or masterclass.
- 'Stop and Think' activity to be sent home to be signed by parents/carer. Group call made in advance to notify parents/carers.

Stage 4: Written referral to Senior Management Team

- Referral logged by SMT.
- Letter sent home to parents/carers to inform them that their child has activated Behaviour Stage 4, along with a Reflection Sheet which must be completed at home. The letter should detail the number of referrals made that term, and alert parents/carers that on 4th referral in a term, a parent meeting with the Senior Management Team (and teacher if can be arranged after school) will be held. Group call made in advance to notify parents/carers.
- Additional consequence implemented, which may include working in a buddy classroom and loss of break times/privileges.

Stage 5: Parent meeting with Senior Management Team and teacher

- On 4th referral for the same behaviour within 1 term, Senior Management Team and teacher to hold a meeting with parents.

Behaviours which result in immediate referral to Senior Management Team are as follows:

- Aggressive language or threats.
- Swearing directed staff members.
- Aggressive behaviour towards peers or staff members (hitting, kicking, throwing items at another person, spitting at another person).
- Leaving the school building or grounds without permission.
- Destructive behaviour – damaging the environment or a person's belongings.
- Major dishonesty (e.g. theft).

These behaviours immediately activate Behaviour Stage 4.

PLEASE NOTE:

- Responses to inappropriate behaviour should take account of function.
 - Attention: Minimum time should be spent on reprimands. Consequences applied without negotiation. Movement to Buddy Classroom, minimises attention which may be gained from peers.
 - Avoidance: It is very important that pupils complete the task they were working on at the time they displayed inappropriate behaviour, so that avoidance of the task is not achieved. Teachers will need to provide direction regarding which activity must be completed during the forfeited break.