

# Roaches Farm Schools Network

## Behaviour Policy

### Rationale

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to the school's behavioural goals.

The children bring to school a wide variety of behaviour patterns. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

### Aims

- To create an environment which encourages and reinforces learning
- To reinforce belonging and community
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of all stakeholders in the implementation of this policy

### School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

- As adults we should aim to:
- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all

### The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. I.E.Ps will be prepared and reviewed termly and the school will set aside timetabled hours for a I.E.P review meeting to take place where simple targets for behaviour and academic disciplines will be agreed between child/parent/keyworker.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

### **Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

- Rules and procedures should:
  - be kept to a necessary minimum;
  - be positively stated, telling the children what to do rather than what not to do;
  - actively encourage everyone involved to take part in their development;
  - have a clear rationale, made explicit to all;
  - be consistently applied and enforced;
  - promote the idea that every member of the school has responsibilities towards the whole.

### **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work. Recognition of Student of the Week is presented publicly during the weekly Young Persons Meeting. Termly rewards are presented during concerts where the individual achievements of students are recognised by members of the public and local dignitaries. Students are presented with vouchers for the accumulated token earnings of their term as well as certificates which build a portfolio of recognition in their ROAs.

The infrastructure of the reward programme is held together by token/point systems which are also used to chart behaviour progress.

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:- □ It must be clear why the sanction is being applied.

- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to voluntary time out agreements with parents/carers. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

## **Communication and stakeholder partnership**

We give high priority to clear communication within the school and to a positive partnership with stakeholders since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head of School so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents/carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parent/carer participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents/carers are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

## **Conflict Resolution**

The entire staff team is trained in physical intervention annually. The training is delivered by in-house trainers who have been assessed as competent to deliver training according to the school network's own accredited physical intervention programme. A copy of the written training pack with visual examples can be requested from the school. The school views physical intervention as an absolute resort. Written records of intervention are stored electronically by the school and distributed to relevant stake holders within 48 hours of occurrence. Physical intervention is analysed against the "Gibbs" cycle to review and understand how support during critical incidents can be refined.

Sanctions log:

A sanctions log is a statutory requirement and a log is kept for each individual child on their SMS record. This device is designed to proactively chart behaviour in order to anticipate future patterns.

### **Search policy**

The Roaches Farm School Network may request a young person to hand over prohibited items ( in the event of a notification or suspicion. The Roaches School does not search children. However, should a child refuse to handover prohibited items, they will be taught away from their classgroup until a resolution can be sort between the school, child and parent/social worker.

The government's own statutory advice can be found at

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

This policy was agreed and adopted in December 2013.

To be reviewed annually - Reviewed July 2021