

Linwood School Behaviour Policy- Linwood School, including Springwood, Summerwood campus and CHI

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Updated Dec 2009, Updated 2012 S.Bridle , 2015 S.Monzon-Diaz and S Bridle, May 2017 Sally Anderson,
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This policy has been drawn up by the SLT, Governors and in consultation with staff in all departments.

Key Issues

- Staff will act with the well-being, safety and education of the pupils as their priority
- High quality relationships are essential
- Managing behaviour is the responsibility of all staff, pupils and parents/carers
- It is vital that staff, pupils and parents/carers work together in the promotion of good behaviour
- A positive approach to behaviour management is of the utmost importance
- Staff should strive to maintain a positive ethos and atmosphere in the school
- Staff should adhere to the Golden Responsibilities/Rights Respecting approach and apply rewards and consequences fairly
- Staff recognise the effect of high quality teaching and learning on behaviour
- Pupils should always, as far as possible, be given choice points to manage their own behaviour
- Staff recognise and notice good and appropriate behaviour

Links to other policies and procedures: To be read in conjunction with the Promotion of Good Behaviour Document

Positive Handling statement
Safeguarding
Anti-bullying
Personal & Social Development
Equal Opportunities
Risk Assessments
Promoting positive behaviour posters
Individual behaviour guidelines
Exclusion Guidance

At Linwood School, including all campuses we recognise the importance of a positive approach to the behaviour of our pupils.

School Aims

The following statements are selected from the school's published aims. These aims are: -

To provide a caring and happy community in which all individuals feel valued.

To provide an environment which: -

- challenges pupils with high expectations
- aims to meet pupils' physical, emotional and social needs
- embraces quality of opportunity and promotes positive attitudes

- creates an atmosphere in which success is achieved and celebrated
- maximises the potential of every member of the school community by raising
- expectations of achievement

We aim to foster an environment in which pupils feel part of the school community” by: -

- getting to know individual pupils and their families very well over our period of association with them;
- building positive relationships with all pupils to encourage them to feel positive about themselves, others and the school as a whole.

Aims of the Policy

The policy is designed to provide a **simple, effective framework**

- for managing behaviour and for responding **systematically and consistently** to inappropriate or challenging behaviour
- **for sustaining a positive ethos and atmosphere**
- **for developing the ability of pupils to be responsible** and accountable for their own behaviour
- **for involving families** in responsibility and accountability for pupil behaviour.
- **for involving Governors** in managing and influencing pupil behaviour and conduct.

Managing behaviour to respond systematically and consistently

- Students who display challenging behaviour (including passive behaviours) will have Behaviour Guidelines

What we consider to be appropriate behaviour in our school community

All pupils should:

- Always be respectful, kind and polite
- Show respect for any person both pupils and adults irrespective of age, gender, race or disability
- Always do as they are requested at the time by a member of staff
- Move around the school carefully and quietly at all times
- Take care of the school buildings and environment
- Look after their own property and respect other people’s property
- Always be punctual and ready for lessons
- Always wear school uniform (unless exempted by class or activity)

Remember that chewing gum / bubble gum should not be brought into school and also that sweets etc. should not be eaten in class, the hall or in the corridors.

Jewellery: the only jewellery that may be worn is a pair of small studs (one per ear) for those with pierced ears. NO other body piercings are acceptable. NO rings, necklaces or bracelets may be worn. Pupils may be asked to remove such items. No makeup is to be worn in school except on an agreed mufti day.

Mobile Phones: should be given in to the class teacher at the beginning of the day and returned at the end of the day.

There may be some individual students for whom the above need adjustments at certain times.

What we consider to be inappropriate behaviour

Although we aim to adopt a positive approach, all pupils need to understand that there are certain behaviours which disturb, disrupt or hurt others and that, in the interests of others, these behaviours are considered inappropriate and that action will be taken.

Such behaviours include:

Failure to comply with the Class charters and the above appropriate behaviours outlined in this policy and the Home School Agreement,

- e.g. Threatening / hurting others either verbally or physically
- All forms of bullying
- Disrupting others at work in lessons
- Swearing, rudeness, especially to adults but also to peers
- Failure to follow staff requests
- Failure to work to the appropriate standard
- Damage to School property

Good / Bad Choices: What staff will do

- Act with the well-being, safety and education of the pupils as their priority
- Apply reward systems consistently for good work, behaviour and attitude
- Monitor bad choices and remind pupils of the golden responsibilities/class charters and Home School Agreements
- Establish the facts of any issue, situation or incident as far is practical and possible
- Act quickly to investigate and act upon all reported cases of bullying or abusive behaviour
- Apply the school's and phase's consequences consistently and fairly
- Inform parents of good work and behaviour
- Inform parents of any issues, situation or incident

See Promoting Positive Behaviour good Practice Guidance for all Phases.

Partnership with Parents/carers: How parents/carers can help

Parents/carers can help their child at school by:

- Recognising that schools are expected to teach children the standards of behaviour expected by society.
- Encouraging their own children to behave in a polite and considerate way at school and praising them when they do
- Supporting the behavioural expectations of the school and the school aims to which they relate
- Supporting actions taken by members of staff which follow systems of rewards and consequences
- Acknowledging that standards of behaviour in school may be different to those out of school
- Contacting the school to share issues relating to the child's welfare or behaviour.

Promoting Positive Behaviour

Good Practice guidelines as agreed at the Primary Phase Meeting

All members of staff are reminded to:

- Use a calm, non-confrontational tone of voice
- Use clear language
- Ensure consistency
- Use a total communication approach to positive reinforcement/positive praise.
- Use and refer to visual timetable
- Use agreed class script to provide consistency in approach.
- Use visual supports.
- Use a variety of strategies including countdowns, timers etc.

REMINDER: Once a reward has been earned it can't be taken away.

Once a behaviour has been addressed then everyone starts fresh.

Golden Responsibilities

The use of the Golden responsibilities and circle time is part of the School ethos to help promote positive behaviour through the school day.

The Responsibilities are displayed in class, in the home school books and staff have a symbolised set to be carried and used when outside the classroom.

Golden time takes place every day, golden pupils are acknowledged weekly and celebrated during assembly.

Additional Rewards

Sun/white cloud/dark cloud

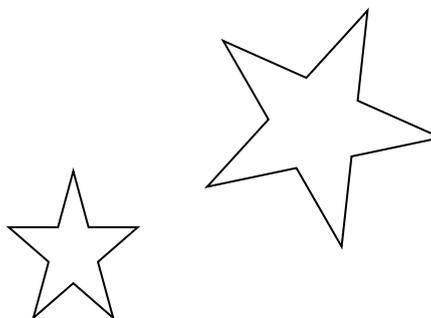
Star of the day

Table of the day

Working towards.... using tokens, pasta, rocket etc

Celebrate successes including note or phone call home

Merits / stickers / reward charts



Response to inappropriate behaviour

REMINDER: Responses to behaviour are age and developmentally appropriate.

Withdrawal of attention

Distraction / redirection

Loss of reward activity

Thinking or time out inside the classroom or other designated space

Reporting home

Behaviour intervention

The first step of changing a child's behaviour is to record and analyse the function of that particular behaviour. Behaviour Guidelines can be written by the class team and Traffic Light System (in conjunction with Children's Learning Disabilities Team) These documents will be stored electronically in Pupil Files. For further interventions please see the Behaviour Flow Chart (Docs/Policies/Behaviour)

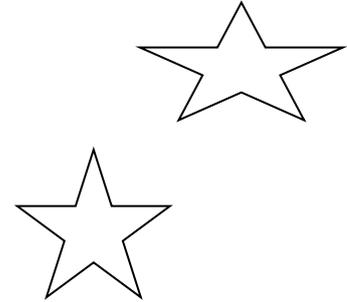
This guidance will be reviewed annually by the Primary Phase and the Behaviour Leader

Promoting Positive Behaviour

Good Practice guidelines as agreed at the Senior Phase Meeting

All members of staff are reminded to be proactive when promoting positive behaviour around the school with all pupils

- Build on mutual respect and model good behaviour
- Use a calm, non-confrontational tone of voice
- Use simplistic language with key words or symbols
- Ensure consistency
- Use verbal positive reinforcement/positive verbal praise
- Use and refer to visual timetable
- Use distraction techniques
- Be constructive when addressing pupils use positive language and label the behaviour not the young person.



Pupils Responsibilities

The use of the young people's rights as described in the Articles described by the United Nations are to be used to guide a class charter. The charter and circle time is part of the School ethos to help promote positive behaviour through the school day. Pupils are regularly reminded of their responsibilities during the day and through Thoughts of the Week, Acts of Random Kindness and Phase Assemblies.

The Charters are displayed in class and staff may wish to have a symbolised set to be carried and used when outside the classroom.

Additional Rewards

Free time / choice time

Working towards.... using tokens, pasta etc

Celebrate successes including note or phone call home

ARK's / AA's / Merits / stickers / reward charts / ARK's

Showing work in plenary or to other staff members. Good work board

When things go wrong.....

Loss of choice/free time

Thinking time / space to think / giving the chance to save face / get out time

Giving time before addressing issues if required

Reminders of choices / using the language 'to make a choice'

Reporting home

Focus attention on positives and minimise attention on unwanted behaviours

Room organisation

Behaviour Plans

A positive behaviour plan must be written for individual pupils if using any other strategies.

Behaviour plans should be written by the class team and to be shared with the Senior Phase leader before seeking parental agreement. These will then be shared with the Phase and a copy kept with the pupils yellow folder and recorded on the pupils provision map.

This guidance will be reviewed annually by the Senior Phase and the Behaviour Leader.



Promoting Positive Behaviour Springwood Campus



All members of staff are reminded to be proactive when promoting positive behaviour around the school with all pupils:

- Build on mutual respect and model good behaviour.
- Use a calm, non-confrontational tone of voice.
- Use simplistic language with key words, supported by symbols and signs.
- Ensure consistency.
- Use a total communication approach to positive reinforcement/positive praise.
- Use and refer to visual timetable.

All pupils at Springwood Campus have individual Behaviour Guidelines that staff should follow to ensure a consistent approach towards the young person.





Promoting Positive Behaviour- Alma Curriculum

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