

Egerton Rothesay School
Behaviour Policy
September 2020

Introduction

We want to acknowledge good behaviour whenever possible as this has a direct bearing on a child's self esteem and their desire to behave well, conform to school rules and values and make good choices about their behaviour in the future. *During the Covid-19 period the school will ensure that any behaviour that may be linked to anxiety, stress or illness related to the situation will be taken into account when deciding on any sanction.*

Aims

- to have a consistent and positive approach to behaviour management which will create an environment which is conducive to good learning
- for everyone to take responsibility for their emotions and behaviour which will lead to the development of good relationships based upon mutual trust and respect.

Rewards

Most children in the school maintain a high standard of behaviour. In recognition of good behaviour or effort, members of staff should continually look for opportunities to praise children, being specific about why they are giving praise.

In addition to verbal praise, a member of staff may want to award a merit (Senior School) or house point (Poplar) to a child. When this happens in Senior School, the child records the award in the back of their school diary and the awarding teacher places their initial next to it. In Poplar the child marks this on a form house-point wallchart.

Awards may be earned for

- A good standard of work both class work and homework
- A well- presented piece of work
- Behaviour
- Effort
- Progress, academic or otherwise, in an area specific to the pupil

Each week the number of awards gained by each child will be counted and converted into 'House Points' by the form tutors. These will then be passed onto the person responsible for collating house points. Pupils will be regularly informed of how many points each house has gained, usually at Friday afternoon assemblies. In Poplar a small cup will be awarded to the winning house for the week.

Merits may be awarded in multiples, up to a maximum of five. Five merits should be awarded where behaviour or effort has been outstanding. If this is the case, the child's name and the reason for the award should also be recorded in one of the school's books of commendation. The Senior

School Book of Commendation is kept in the school staff room. The Poplar Book of Commendation is kept in the Poplar Base Leader's office.

The Book of Commendation (Book of Excellence in Poplar) is reserved for an individual achievement in all areas of school.

Examples are:

- An excellent piece of work
- Excellent behaviour
- Particular effort
- Excellent manners
- Excellent teamwork
- Good social skills

The names of pupils who have been entered into a Book of Commendation/ Excellence will be gathered each Thursday. The member of staff will:

- Ensure that the names are entered in The Egerton at the end of that week.
- Inform the Base Leader of the pupils concerned.
- Produce a certificate for each pupil.
- In the Senior School pass the certificate to the Base Leader and then to the Headteacher for signing.

Sanctions

As part of their learning difficulty, many of the children in our school demonstrate a lack of organisational skill or the ability to focus attention for longer periods of time. It is an essential part of the work of the school to enable children to manage such difficulties. However, unless a pupil is wilfully displaying behaviours such as these, these difficulties **do not** come under the remit of this policy.

We do not apply sanctions for their own sake.

As all our pupils have at least one special need and we should always take this into consideration; making reasonable adjustments for behaviour and always upholding the principles of the Equality Act 2010. Support for pupils with behavioural issues is paramount and should be referred to the appropriate member of staff. This may involve the Youth Worker, Chaplain, Form Tutor or Base Leader any of whom may have a particular connection with the child to provide appropriate help and will be able to decide the best 'next action'.

At ERS we believe that sanctions are appropriate for two reasons:

- To make redress to an injured party
- To enable and encourage a pupil to learn from their mistakes and to make a better behaviour choice should they find themselves in a similar situation in the future.

When unacceptable or undesirable behaviour occurs, we aim:

- To sort out the situation as quickly and fairly as possible
- To make redress when required in a way befitting of the events that have taken place.
- To manage the perpetrator of the behaviour in a calm and fair manner.
- To enable, as far as possible, the perpetrator to understand
 - why their behaviour was unacceptable or undesirable

- the consequences that have arisen (if any) because of their behaviour.
- The feelings of the victim (if any) of their behaviour.
- To remember at all times that it is 'the behaviour that is bad, not the child'.
For guidance on use of reasonable force please refer to the school's document on 'The Use of Physical Intervention'. Staff should never handle pupils in any way unless absolutely unavoidable, and only to prevent injury to themselves or others. Staff should also read sections 18 and 19 of the Staff Code of Conduct for more guidance.

In most cases, in the first instance of undesirable behaviour, it is expected that a request or instruction not to repeat the behaviour will be sufficient. Sometimes it may be appropriate and possible to discuss with the child the reasons for the request or instruction. In such a discussion, the pupil may be able to provide the reasons themselves.

In Poplar bad behaviour may lead to 'time-out' for three or five minutes, with a timer, outside the classroom. If the behaviour is repeated this may lead to loss of a small amount of playtime or 'golden time' on a Friday.

In the Senior School should the behaviour be repeated or should it be of a more significant nature in the first instance, it may be appropriate for the teacher to give the pupil a demerit. This is recorded in the back of the pupil's diary, either by the pupil or the teacher and the teacher places their initials next to it.

For behaviour which is significant and unacceptable, the teacher should inform the pupil's Base Leader as soon as possible. If the behaviour is such that a lesson is being disrupted, the teacher should use their red card (see below), in order that the pupil may be withdrawn from the lesson.

Following investigation and if warranted, the Base Leader will impose a suitable sanction, which may well, in the Senior School, be a detention. If the Base Leader does impose a detention, they will write the pupil's name into the Detention Book in the staffroom and inform the pupil.

The Base Leader will inform the member of staff concerned of the findings of their investigations and the level of sanction that has been imposed. If this is a detention, the Base Leader may ask for work from the teacher, who must ensure that the pupil is provided with a suitable amount and type of work in accordance with the request of the Base Leader.

Types of unacceptable behaviour considered to be significant, which are likely to result in a detention include:

- Rudeness to staff
- Swearing directly at another person
- aggression or violence
- persistent lack of work
- behaviour which may be considered as bullying*
- defiance

*A member of staff who believes that a pupil has behaved in a way that could be perceived as bullying MUST, as a matter of urgency, inform the pupil's Base Leader. Any incident thought to involve bullying should be addressed within the terms of the school's Anti-Bullying Policy. This may then be referred to the DSL as a record of concern.

If the behaviour reaches a threshold for a safeguarding concern, it will be addressed using an integrated approach within the behaviour and safeguarding policies.

Relevant Sanctions

It is important at ERS that pupils understand why a sanction is being taken and why their behaviour is not acceptable. This can be very difficult when talking to pupils with an ASD diagnosis and it may be necessary and important to have a member of the therapy team present to help in any discipline meeting. There should be no unacceptable, excessive or idiosyncratic punishments used including any punishment intended to cause pain, anxiety, humiliation, corporal punishment, deprivation of access to food or drink, enforcing eating or drinking, prevention of contact with parents or requirement to wear distinctive clothing as a punishment.

Red Card

If a pupil is disrupting a lesson and is not showing willingness to conform, the teacher should use their red card to summon assistance.

The red card should be given to another (reliable) pupil who should take it to the appropriate Base Leader or to the School Reception. The teacher should be clear and specific in their instructions to the child taking the card.

If the Base Leader receives a red card but is unable to address the situation (most likely because they are teaching) they will ask the child carrying the red card to take it to the School Reception. Otherwise the Base Leader will come to the lesson as soon as they can. When a red card arrives at Reception, the receptionist will find a senior member of staff who will come to the lesson as soon as they can.

The senior member of staff coming to the lesson will ascertain an outline of events that have occurred and act as quickly as possible to enable the lesson to resume effectively. In many cases this may mean the withdrawal of the offending pupil. Withdrawal from a lesson will automatically mean that the situation will be addressed by the child's Base Leader. This may involve further discussion with the teacher or the Head of Subject.

The senior member of staff who received the red card will ensure an account of the event is recorded within the 'Red Card Book'. This is kept in the School Reception.

The non-return of Homework

If homework has not been returned by a pupil on time, the teacher should first check that the task had been relevant, appropriate, understandable and manageable. If this has been the case, the following procedures should be followed:

Poplar (Up to Year 6)

If a pupil repeatedly fails to complete homework they will be asked to complete this at lunchtime and the class teacher will inform the parents.

Years 7 to 13

Each department is responsible for running its own 'catch up detention'. These will usually take place during part of a lunch time break and will be arranged between the teacher and the pupil, in consultation with the Head of Department when appropriate.

The subject teacher should write in the pupil's homework diary 'Catch up detention in (*subject*)' on a page organised for this next to Merits and Demerits. The teacher should also keep a record in their own mark book.

Base Leaders should be informed and a pupil-appropriate letter sent home to advise parents that homework has been missed. A record should be kept by the Base Leader.

If homework has been missed frequently, the Base Leader may deem this to be a disciplinary matter and the child may be placed in detention. If this is the case, the Base Leader may ask for work from the relevant subject teacher(s). A teacher receiving such a request must ensure that the pupil is provided with a suitable amount and type of work in accordance with the request of the Base Leader.

Senior School Base Detentions

Supervised base detentions will be held at lunchtimes when necessary. All pupils involved in a base detention will be informed on the morning of the detention. Pupils will be supervised for 30 minutes after they arrive.

Parents will be notified in writing that their child has had a detention. It is likely that parents will be called into school for a meeting if their child has had repeat detentions.

Further Sanctions

Following persistent unacceptable behaviour or behaviour of a very serious nature, the Base Leader will consult with the Headteacher and further sanctions will be agreed. These may include a Friday afternoon detention, contact with the child's parents or possibly an internal suspension, or worse.

Transition

In addition to staff meetings where the behavioural record of a pupil may be discussed it is important that records of disciplinary matters are kept within a pupil's file and are discussed with the Base Leader of the transitioning base so that this may be discussed at a relevant Base Meeting. This file is then transferred, discussed at base and transition meetings and used to inform as a pupil moves through the various transition points during his or her time at the school.

Responsibilities and review

All educational staff are expected to support and to work consistently and in accordance with this policy.

The Headteacher is responsible for ensuring that this policy is implemented effectively.

This policy will be reviewed at least once every three years.

Policy approved by: Alison Walker
(on behalf of Governing Body)
Date: September 20

Next Review (latest): September 2021