



Independent Educational Services Ltd

SCHOOL BEHAVIOUR POLICY

A. Rationale

Independent Educational Services Ltd (IES) recognises that good behaviour is essential for a well-ordered school, one in which individuals feel secure and where successful teaching and learning can take place.

B. Philosophy

Our philosophy is to create a safe, calm and caring atmosphere in order for effective learning to take place. We recognise that school, curriculum and classroom management all play a significant role in managing behaviour.

1) Our philosophy:

We recognise that good behaviour and effort are related to positive attitudes. These are based on mutual knowledge, respect, shared values and the setting of high standards. We recognise that good behaviour and effort are only consistently achieved if staff work together as a harmonious team.

It is imperative that good, appropriate behaviour and effort receive recognition, praise and encouragement from all the staff. Examples should be shared with other children, other adults in school and their parents/carers.

Parents are expected and actively encouraged to be involved in their child's achievements and behaviour.

Our Model (Theory)

We underpin our beliefs on promoting Emotional intelligence (Daniel Goleman).

Good Emotional Intelligence consists of five skills:

knowing what you're thinking as you're thinking it; handling your feelings so that distracting emotions don't interfere with your ability to concentrate and learn; motivating yourself, including maintaining optimism and hope; having empathy; and social skills.



Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.

2) Establishing clearly stated expectations about children's behaviour:

At IES we have four pillars of success:

- Take care of yourself
- Take care of others
- Take care of your school and other learning environments
- Take care of your work and equipment

Aims

- To create a safe, positive, and caring environment for staff and students.
- To enable students to develop the tools required to accept responsibility for themselves.
- To develop positive relationships thereby trying to fulfil each individual's needs and equipping them with flexible coping mechanisms.
- To provide individualised goal setting and learning for each student.

We aim to encourage and promote high standards of behaviour, learning and for everyone to respect themselves, every other person, their own possessions and those of others.

We are also fully committed to the positive value of praise and motivation in relation to behaviour and learning.

Meeting individual needs through the Individual Education Plans

Each child has a set of Special Educational Needs and in order to meet such needs an individual educational plan (IEP) is written for each student. Individualised targets are set according to the objectives in each student's Statement of Special Educational Needs/ Education and Health Care Plan.

The SENCO (Mrs Leanne Beardmore and Mrs Alex Hyland), in discussion with staff and students will co-ordinate the IEPs. A discussion will take place regarding methods, approaches, actions and resources that will meet the set targets at each IEP meeting. Staff come to an agreement about how and when the IEP is to be delivered and by whom.

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A copy of the IEP is sent to the student, parent/carer and the Special Educational Needs Officer of the placing Local Authority. These plans are reviewed regularly by the team.

Rewards

"Finish each day and be done with it. You have done what you could. Some blunders and absurdities no doubt crept in; forget them as soon as you can. Tomorrow is a new day; begin it well and serenely and with too high a spirit to be cumbered with your old nonsense."

-- **Ralph Waldo Emerson** (the greatest fisherman)

At IES we recognise the importance of praise and reward. Finding ways to reward must be at the heart of our teaching. Rewards must be given sincerely and fairly and all students can benefit from consistently applied rewards processes. All staff are clear about which types of behaviour are rewarded. Rewards should be used to promote the school ethos – we aim to ‘catch’ and celebrate our young people doing the right thing.

We have a system of reward led by incentives. Pupils can ‘earn’ up to 60p a day by meeting their targets from their IEP’s. At the end of each term pupils can choose to do an activity/buy something with the money they have earned during the term.

Each day is a new day and a chance to earn rewards.

Staff may also use:

- Postcards home
- Telephone calls home
- Certificates
- AQA Unit Awards
- Stickers/ stamps
- Visits
- Speakers

Damage

Damage to school property may occur from time to time, particularly in the early days of pupils arriving to us if they have been used to this behaviour historically. Pupils may need to be held to prevent themselves from causing themselves or other persons harm. If damage is severe, police involvement may become necessary. We encourage pupils to take responsibility for any damage and we require parental support in decisions the school makes. Where damage occurs, damage letters may be sent home to parents/carers/social workers with a bill to be paid to cover the cost of damage caused by the young person.



Discouraging inappropriate behaviour

Encouragement and praise underpin our philosophy – celebrating small and big achievements. Being emotionally literate (all staff are trained in the process on acceptance to this theory) ensures that we seek to label the behaviour, NOT the young person. E.g. ‘you’re naughty’ is not used, but ‘I didn’t like it when you chose to use the word ‘****’’. Let’s think of some alternatives’

If the behaviour in question becomes a pattern, it will be targeted through the weekly focus alongside an analysis of why it is occurring. If the behaviour becomes an established pattern over time, it will be targeted through the IEP. This may mean that an IEP meeting will need to be called sooner than planned.

Phone calls home take place for positive and negative behaviours at the end of the day if required, and are recorded on RM Integris. A home-school diary is used for some young people, at parental or carer request.

However there will be occasions when the behaviour cannot be tolerated such as:-

- Persistent bullying despite sanctions being delivered
- Serious actual violence against another student or member of staff
- Leaving the school site without permission. If after 20 minutes the pupil has not returned to the school premises or been located by a member of staff the Police will be called (or immediately according to need of pupil and risk assessment) If a looked after child cannot be located, the Police are to be called immediately.
- Sexual abuse or assault
- Significant criminal damage to school property
- Possession of, supplying or under the influence of an illegal drug
- Carrying an offensive weapon

The Police/ Community Support may become involved in the event of any of the above.

On these occasions fixed term exclusion may be applied and written information posted to parents/ carers and LA (who will have been consulted).

Exclusion

IES reserve the right to exclude pupils from school. This will not be taken lightly. Exclusions give staff the opportunity to update pupils’ risk assessments and make appropriate changes during this time.

Staff support for disruptive behaviour

One member of staff is on duty during each lesson to support with students who fail to remain on task. If the situation requires further support, other members of staff will support colleagues if available.



School, Curriculum and Classroom Management

Children who grow, in situations that facilitate clarity of goals, feelings of control, concentration on the task at hand, intrinsic motivation, and challenge will generally have a better chance to order their lives so as to make flow possible (Chinese quotation)

For IES this means that our approach towards negative behaviour is essentially preventative and this is demonstrated by regularly reviewing how the school is organised and the way that the curriculum is delivered – a huge emphasis is on learning outside the classroom

“We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances” (DfE manifesto circa 2006)

A sanction may be that a young person is not able to join off-site learning for health and safety reasons. This sends a powerful message to the young person that society operates on a series of rules and regulations, and that the world is not a ‘playground’. We must treat our environment respectfully and responsibly at all times for everyone to enjoy it.

School Organisation

Wherever possible, situations should be avoided which present opportunities for bad behaviour e.g. lack of supervision, inappropriate tasks.

Clear expectations, alongside absorbed and motivated children, will eliminate many behaviour problems.

We aim to encourage the children to take pride in school and its environment by:

- Having high quality wall displays created by pupils and staff;
- Developing routines and rotas which encourage personal responsibility;
- Encouraging children to take a pride in their own, each others and the school’s property.

Curriculum Organisation

There is little doubt that a stimulating curriculum can lead to less behavioural problems.

The broad aims of our school curriculum encompass:

- Ensuring that children learn academic skills;
- Teaching personal life skills and values;
- Teaching the ability to work and play independently;
- Teaching the skills of enquiry and information gathering;
- Teaching problem-solving and decision-making skills and encouraging creative thinking

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- There is a need to ensure that the lesson meets the needs of the different educational levels within the student group;
- Embedding ECM themes within the Curriculum

Where pupils are actively and successfully involved in meaningful activities which meet these aims, the opportunity for behaviour problems to develop will be minimised.

We also need to bear in mind the relevance of curriculum activities and teaching methods. Unless activities and methods appear relevant to pupils, their motivation will suffer with subsequent consequences for their behaviour.

In our curriculum planning we need to give thought to:

- The need for relevance by explaining the tasks clearly;
- The need for exciting and entertaining activities;
- The need for a match between the child's ability and the activity;
- The need for a match between the length of the activity and the pupil's ability to concentrate;
- The need for a balance between individual work, group and whole class work, and for a balance between teacher talk to the whole class, groups and individuals;
- The need for a balance between work involving talking, listening, reading, writing and other practical activities;
- The need to match teaching and learning styles;
- The need to take into account the students interests when we are planning;
- The need to use assessment of students to inform planning.

Classroom Management

The two areas of Preventative Classroom Management are:

1. Classroom Layout:

- Effective use of wall space and floor space;
- Arrangement of children's tables and other classroom furniture;
- Location of resources and equipment;
- Organisation of provision for children's personal belongings.
- It is important for IES that the students feel comfortable and relaxed and when they need equipment they know exactly where it is.

2. Expectations in the Classroom:

- Spend time teaching children where things are kept;
- Spend time teaching and establishing rules and routines;
- All children should have opportunities to experience success and fun;
- Provide extension tasks which are appropriate and matched to their needs;
- Offer regular feedback and praise;
- Show an interest in and respect for each individual child.

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- Every morning we have 10 minute tutor time when the students can sit down and discuss any worries or concerns they may have. Mentoring sessions timetabled where appropriate.
- If the staff and lessons are ready and prepared in advance then we can devote our time to the students and enjoy sharing what we have prepared for them.