



# **The Complete Works Policies**

## **Behaviour and Conduct Policy**

**Updated February 2020**

## Contents

1. Aims
2. Behaviour management: preferred practice within a whole unit approach
  - a. Definitions
  - b. Rights, responsibilities and rules
  - c. Core routines
  - d. Least to most intrusive
  - e. Vigilance
3. Consequences
  - a. Targets
  - b. Rewards
    - i. A menu of rewards
  - c. Sanctions
    - i. A menu of sanctions
    - ii. Time
    - iii. Incidents
4. Working in partnership
  - a. Parents
  - b. Referrers
  - c. Other agencies / Professionals
5. Implementation and Review

## Appendices:

1. Additional guidance and information
  - A. Primary and secondary behaviour
  - B. Positive use of the language of discipline
  - C. Separate the behaviour from the child
2. Vigilance
3. Logical Consequences
4. Corrective discipline
5. Colleague Support

## Introduction

The Complete Works Independent School's Behaviour and Conduct Policy has been revised in 2020 and any alterations have taken into account the Education & Inspections Act 2006 and the DfE guidance July 2011, Education Act 2011. The policy also complies with the DfE Guidance as published in their three documents;

- Ensuring good behaviour in schools
- Screening searching and confiscation
- Use of reasonable force.

This policy clearly establishes the expected behaviours of students and staff.

All staff at TCW have the power to discipline students for breaches of the school's rules, failure to follow instructions and unacceptable behaviour. Only the Headteacher or in certain circumstances a member of staff given the authority by the Headteacher, can exclude a student from TCW (Please see our Admissions, Sanctions and Exclusions policy).

## 1. Aims

The main aim of TCW is to work in partnership with parents achieve positive outcomes for pupils with Social, Emotional and/or Behaviour Difficulties. To achieve this aim staff at TCW will:

- Provide a positive experience of education for those who have been permanently excluded, or are at risk of being permanently excluded from another school.
- Promote a safe, healthy, social and emotional learning environment and/or experience for all students.
- Offer a curriculum that enables all students to become successful learners and to enjoy learning, making progress and achieving.
- Assist students in gaining skills and knowledge to enable them to make positive contributions to society and to prepare students for the next step in their economic well being.
- Provide behavioural management knowledge to parents/carers, families, schools and other agencies to help them to provide an education for the whole child.

The main vehicle by which we attempt to meet these aims is the well-defined Positive Behaviour Management Strategy through which pupils are supported in improving their behaviour.

TCW offers a broad and balanced curriculum taking into account the requirements of the National Curriculum. However, one of the main focuses of the school's work is the emotional well being of the students, which we try to support through a nurturing environment.

## **2. Behaviour management: Expected practice within a whole school approach**

The staff have a common understanding of behaviour management practices at the classroom level and the “duty of care” level in taking active responsibility for management and discipline.

### **2a Definitions**

Expected practice - The way in which staff characteristically manages student behaviour on a day-to-day basis.

Whole school approach - An understanding that we meet our aims best if all staff are constant to the same principles of thought or action i.e. staff consistently follow the behaviour policy

### **2b Rights, responsibilities and rules**

TCW has developed core rights, which are the foundations and reference for staff leadership. These rights and corresponding responsibilities were developed in full consultation with staff and students at TCW. Whenever a member of staff addresses undesirable behaviour they do so from these rights. The core rights are fundamental and apply to all members of TCW; staff and students. They are:

We all have the right to:

- Feel safe
- Learn
- Be treated with respect
- Work in a pleasant environment
- Be heard

With rights go responsibilities, which apply to staff and students. They are:

- Keep the learning environment a safe place
- Allow each other to learn
- Treat each other with respect
- Keep the learning environment a pleasant place
- Listen to each other

TCW rules give protection to core rights and are regularly discussed with students and staff. Rules are clear, positively phrased, fair, reasonable and unambiguous. When staff are dealing with

undesirable behaviour reference should be made to which rule has been broken. The school rules have been devised in consultation with staff and students. The school rules are:

- Treat each other with respect
- Treat the environment with respect
- Keep the school a safe place to be
- Allow each other to learn

Periodically the rules will be reviewed with students and staff.

## **2c Core routines**

Clearly established routines greatly help in the smooth running of the school. Classroom staff should establish routines in the classroom. This may include entry to the room, settling, seating plans, cues for answering/asking questions, movement around the room, clearing up, target setting and reviewing and exit from the classroom.

There are other routines within TCW and a clear daily routine exists for the following:

- Arrival and registration
- Breaks and lunchtimes
- Time out

## **2d Least to most intrusive**

When dealing with undesirable behaviour staff are expected to intervene at the least intrusive point that is possible. This allows the correction to be unobtrusive and positive whilst protecting the rights of all parties. A hierarchy can be developed by staff to include a wide repertoire. Remembering to:

- Tactically ignore as appropriate
- Focus on primary behaviour
- Re-establish a working relationship

(See Appendix 4 for further guidance)

## **2e Vigilance**

Staff adapt the degree of vigilance required to maintain good order. In general staff use relaxed vigilance i.e. staff pay attention to issues that matter. The concept of relaxed vigilance is not an exact science and staff at TCW regularly give and receive feedback on this issue e.g. in private discussion, debriefing, performance management etc.

(See Appendix 2 for further guidance)

### 3. Consequences

Staff at TCW believe that motivating students to behave in socially acceptable ways is crucial. An immediate consequence provides feedback to the student. Therefore, TCW will offer rewards that encourage positive behaviour and sanctions that discourage negative behaviour. Reflecting on a student's achievements will enable them to recognise their progress and build their self-esteem.

Where possible staff employ logical consequences in direct response to the student's behaviour. This approach will keep the link between the student's behaviour and the appropriate consequence.

We believe in a consistent framework, which has a balance between encouraging good behaviour and correcting undesirable behaviour, but due to the students low self-esteem we accentuate the positive.

(See Appendix 3 for further guidance)

#### 3a Targets

The main aim of target setting is to help the students to change their behaviour. It is also a useful mechanism for monitoring and evaluating their behaviour. The general principles are recorded below and the practicalities are included as an appendix.

- Targets are recorded on the students half termly report and reviewed each half term (see appendix 8).
- The targets are informed by a baseline assessment provided by the school/relevant adults and the expertise of the key worker and where appropriate drawing on a relevant IEP.
- Targets written should be SMART: specific, measurable, achievable, realistic and time-limited.
- The targets provide a continued record of progress that are used in reviews

#### 3b Rewards

A reward is positive feedback given to students. A reward will reinforce, encourage and motivate future positive behaviour in the student.

At all times staff at TCW seek to encourage students. Encouragement includes any action that conveys to the student that staff respect, trust, and believe in their value as a person.

We work towards greater use of intrinsic rewards, so that students value their achievements for their own sake. Extrinsic rewards may be used, particularly to break a cycle of poor behaviour.

*“While some staff blame disruption on the belief that they do not have sufficiently powerful sanctions at their disposal, the reality is that they do not have enough mild ones... If exclusion from reward is a preferable alternative to punishment, then the obvious way of increasing the number of sanctions available is to increase the number and range of small rewards on offer.” Bill Rogers*

Our staff strive to consistently reward students who are working and behaving appropriately. There are many rewards available and some are listed below.

### **A menu of rewards**

Staff have a variety of other reward strategies available to them. The list below is not exhaustive:

- Private praise
- Specific praise
- Public praise
- Credit for meeting targets
- Certificates
- Contact with Parents / letter home / text message
- Departmental rewards (pupils performing well in a particular Subject / Area may expect to be rewarded by subject staff in addition to any recognition gained through the termly reports)
- Display of work
- Headteacher Awards
- Jack Petchey Awards

Staff need to be aware of individuals when using rewards. Some students tend to value intrinsic rewards such as praise or recognition and others tend to value extrinsic rewards such as treats. The test for giving out rewards is “does it help meet our aims?” If the answer is yes then the reward is appropriate.

TCW has two main systems for rewarding pupils for their good behaviour. These are:

- Short term rewards. Gifts of stationary etc.
- Long term rewards. Class trips or Excursions.

### **3c Sanctions**

Sanctions promote positive behaviour by linking a student’s negative behaviour with a logical consequence.

We encourage students to take ownership of their behaviour by providing them with the opportunity to make considered choices. The imposition of a sanction will occur when a student chooses to follow a negative line of behaviour. The purpose of the sanction is to support the process of making good choices. When imposing a sanction, staff will consider:

- Is the sanction a logical consequence of the behaviour?
- Is the sanction consistent with the behaviour policy?
- Does the student understand the reason why they are being sanctioned?
- Is the sanction fair and reasonable?

A key principle of effective sanctions is certainty not severity. This means that staff will follow up and follow through decisions, whilst taking care not to impose overly severe sanctions. Reflection and restorative practice should be used to ensure students are given time and structure to evaluate their actions and reconsider their choices. Reflection and restorative practice should always be implemented if a sanction is given.

It is important that pupils are always given the opportunity to change their behaviour and to separate – to in some way put right what they have done. To support this process a variety of sanctions are available.

3c (i) A menu of sanctions:

- Being asked to work into breaks
- Being asked to work 1-to-1 inside the classroom
- Being asked to work 1-to-1 outside the classroom
- Restriction of activity
- Rewards being delayed (but not removed completely)
- Time out of class for a fixed period
- Removal of any banned item (to be returned directly to the parent). Confirmation of a banned item is a course that will be followed. The item will be returned to the pupil at the end of the day or to the student's parent/guardian in certain situations (e.g. tobacco, lighter, mobile phones etc.). The Headteacher and staff authorised by them have statutory power to search students or their possession without consent if a pupil is suspected of possessing prohibited items e.g. stolen items, weapons, alcohol etc. staff will seize these items and return only under circumstances described above.
- Parent/carer contacted
- Invite parent to discuss matters at TCW
- Reimbursement for any damaged property
- In extreme circumstances a pupil may require restraining by members of staff. At TCW the use of restraint is kept to a minimum, clearly recorded and parents informed. Under section 93, part 7 of Educational Inspection Act 2006 restraint can be used to:
  - Stop an offence being committed
  - Prevent a personal injury or property being damaged
  - Stop behaviour prejudicing the maintenance of good order and discipline.
    - ❖ The force will be reasonable, necessary and proportionate and as a last resort. Only TCW staff who have undergone restraint training may restrain a student.
- For an incident involving more serious misbehaviour, TCW may impose a 'fixed term' exclusion, or possibly terminate the placement
- In extreme cases, staff have the right to ask for Police intervention

Staff may delay consequences, if support is required from colleagues to implement sanctions.



Any special needs of a pupil will be taken into account when applying any of the sanctions mentioned above. Their key worker can explain procedures to them before or after an incident.

### **3c(ii) Time**

Staff can require a student to lose time from their breaks in order to complete work from their lessons. Staff should supervise this time themselves.

### **3c(iii) Incidents**

- In classroom situations support staff and/or staff not in class at that time would generally be called upon.
- Medium and high level incidents are recorded on MyConcern.
- Only the Head Teacher has the authority to exclude a student unless that responsibility has been specifically delegated for a period of time.
- The Trustees will be informed of any incidents that lead to exclusion and will act as the route of appeal
- The key worker will review with the student in a restorative format as soon as appropriate or during their weekly 'one to one' time

## **4. Working in partnership**

At TCW we know that to maximise our success, we need to work closely with all stakeholders. We aim to promote a common understanding in order to create a consistent approach to behaviour management within our partnerships.

### **4a Parents / Carers**

Parents/carers are consulted with and involved throughout a student's placement at TCW.

This means;

- When the student is referred for possible placement at TCW the parents and student are invited to attend an initial meeting at the school during which they discuss the placement.
- The parents/carers and student will be discussing the behaviour policy and expectations while at TCW.
- Parents/carers are sent half-termly reports discussing progress, behaviour and levels.
- Parents are encouraged to contact the central office for any reason that may affect the student's work, behaviour and attendance.
- Parents are called when deemed appropriate to deliver updates whether they be positive or negative
- Parents are called to confirm any absences

#### **4b Referrers**

Schools and local authorities initiate the process of referral to TCW. They are consulted with and involved throughout a student's placement at TCW.

The referrer;

- Is asked to provide all relevant documentation before place is offered
- Is invited to visit the school when a student has been offered a place
- Is liaised with through a named contact, regarding the student
- Receives half-termly reports on students progress
- Is encouraged to contact the school for any reason that may affect the student's work and behaviour

#### **4c Other Agencies / Professionals**

All professionals involved with pupils at TCW will be kept informed of developments and invited to all relevant meetings. These would include:

- Social workers
- CAMHS
- Health
- Education Psychologists
- Looked After Team
- And others

### **5. Implementation and review**

- All staff are expected to have a working understanding of this policy
- The Headteacher and Senior Leadership Team have responsibility for the monitoring of this policy's consistent application by staff and will update accordingly
- All colleagues will be involved in staff meetings by discussing the aims, core values and way of working outlined in the policy to keep it a live document that reflects our beliefs and practice
- Students will be involved in reviewing this policy through PSHE lessons, 1-to-1's and informal discussions. Focusing on the sections regarding rights, responsibilities and rules and consequences to make sure that there is a shared understanding and agreement on the core beliefs
- Parents/carers will be involved by questionnaires and discussion during review meetings asking for feedback on their child's progress at TCW.

**Appendix 1:****Additional guidance and information****A. Primary and secondary behaviour**

When staff correct behaviour some students may sigh, roll their eyes, argue, etc. This constitutes secondary behaviour. The primary behaviour is the original behaviour that staff seek to correct and should remain central as focusing on secondary behaviour can lead to:

- Rewarding attention seeking behaviour
- The pupil avoiding responsibility for the primary behaviour
- Reinforcing the students perception that the staff will not follow up and follow through

This does not mean the staff ignores secondary behaviour, action can be deferred, but it is essential that the focus remains on the primary behaviour.

**B. Positive use of the language of discipline**

Studies suggest that communication between people involves body language and tone of voice as well as the words themselves. As such for effective communication body language and tone of voice need to be:

- Relaxed
- Confident
- Calm
- Assertive

The language used is crucial when dealing with students at TCW. To this end staff may find it useful to consider the following\*:

- Focus on the behaviour not the person
- Focus on desired behaviour not undesired behaviour
- Use positive language
- Keep directions brief
- Use “when...then” directions
- Use positively phrased directions
- Use nonverbal cues
- Pause when gaining attention e.g. “John (pause to ensure attention) face this way and listen, thanks”
- Use “thanks” rather than “please” (expecting compliance)
- Use “I” statements
- Using “What are you doing? ... What should you be doing?”

- Give rule reminders phrased such as “Jill, you know our rule for gaining attention. Use it, thanks”
- Give choices e.g. “John, if you are finding it difficult to work properly where you are, then you can move to the seat at the front”
- The phrase that says “You know what you are doing and you know there will be consequences” (to remain effective use infrequently!)

\*See “Behaviour Management” Bill Rogers

**C. Separate the behaviour from the child**

At all times staff need to remember that it is the behaviour that we don’t like not the child. E.g. If a student hits someone, the staff needs to make it clear that hitting is unacceptable (it infringes someone’s rights) and we don’t accept hitting. Further to this staff must not allow the student’s mistaken belief that they are disliked to prevent appropriate action being taken.

**Appendix 2:**

**Vigilance**

Staff need to consider what behaviour to address and what may be best tactically ignored: in other words how vigilant do we need to be?

<b>Overly vigilant</b>	<b>Relaxed vigilance</b>	<b>Insufficiently vigilant</b>
<i>Staff pays attention to everything, including matters of low importance</i>	<i>Staff pays attention to issues that matter</i>	<i>Staff fails to attend to some issues that matter</i>
Too many issues to deal with and fails to follow them up	Deals appropriately with issues and follows them up	Undesirable behaviour is left unaddressed
Can lead to too much attention being given to behaviour and not enough on learning	A healthy balance between dealing with behaviour and learning	Too little attention given to behaviour so that learning is difficult
Students feel harassed	Students feel safe	Students are unsure what behaviour is acceptable
Staff can appear over stressed	Staff appears calm	Staff can appear uncaring

**Appendix 3:**

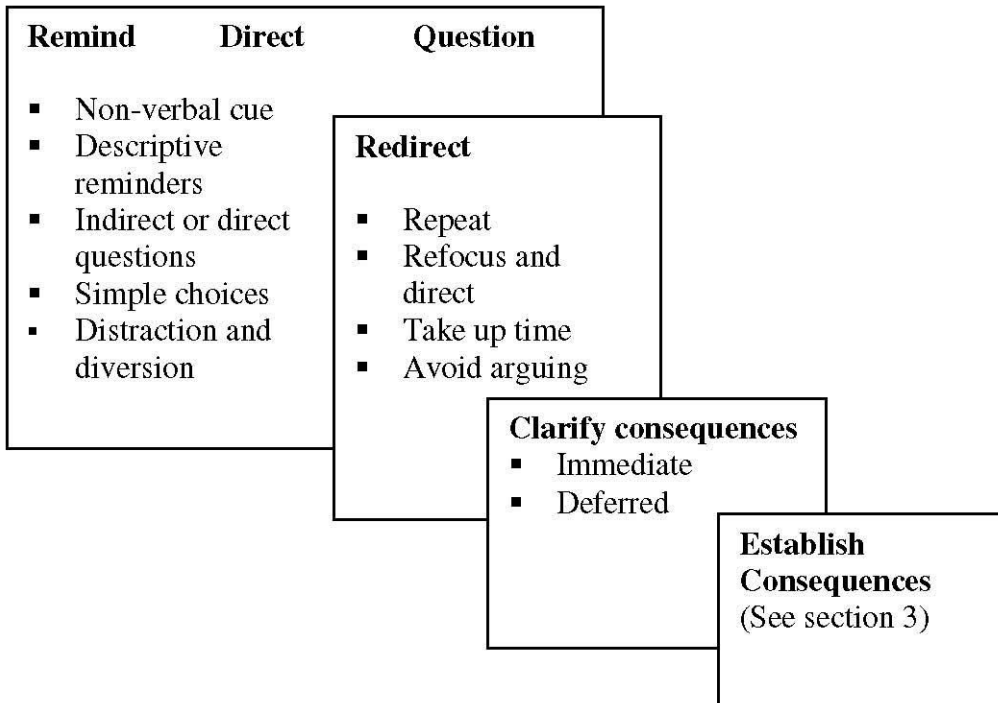
**Logical consequences**

When considering consequences (positive and negative) it is useful to keep them closely linked with the behaviour. This can be called logical consequences. For example it may be more logical to reward good work by displaying it on the wall than to give out a sweet. Or if a pupil throws food, a sanction could be eating in isolation the next day rather than a detention. Applying a logical consequence will

help keep the focus on the behaviour and so maintain the link between what the student does and what happens.

**Appendix 4:**

**Corrective discipline: least to most intrusive**



**Appendix 5:**

**Colleague support**

All staff at TCW have the right to be supported by their colleagues. This means that:

- Staff (including the leadership team) will support and follow through decisions and actions made by other staff -providing they are in line with the principals of this behaviour policy
- Generally staff will retain “ownership” of an incident. This means that follow up and follow through will involve the original staff (if appropriate)
- Staff have the opportunity to discuss difficulties in an open and non-judgemental framework. This can include informal and private conversations between staff, formal debriefing, formal mentoring or performance management meetings and staff meetings

It follows therefore that all staff have the responsibility to:

- Follow the principles of this behaviour policy

- Support the decisions and actions of colleagues (including the leadership team) -providing they are in line with the principles of this behaviour policy
- Respect the rights of other staff
- Be prepared to listen to non-judgemental feedback from colleagues, that is given in a respectful manner

And that the leadership team have a responsibility to:

- Provide active support to colleagues
- Provide leadership on the consistent implementation of this behaviour policy