



Burstow Park School

BEHAVIOUR POLICY

“Dedicated to improving the education, achievements and life chances of vulnerable or children”.

Philosophy and Ethos of the School

Burstow Park School is an approved Special School for pupils with social, emotional and mental health needs. It aims to provide a safe and nurturing alternative school environment for a broad range of special educational needs and disabilities including, for example, Autism, Aspergers, ADHD, PDA and ODD.

In order to nurture students into re-engaging with learning and achievement outcomes, its ethos and team-work is to provide a safe and nurturing environment through positive healthy attachments and very subtle and encouraging adult/ peer relationships. We call this ‘Nurture through Structure’ with the long term aim that all students thrive and achieve in partnership with staff and their peers. To arrive at these outcomes and level of trust and co-operation requires a consistent behaviour policy understood, role modelled and applied by a very consistent and experienced staff team.

The Law: Discipline in Schools: Powers of members of staff:

Burstow Park School adheres to the **law (S90/91 Education and Inspection Act 2006)** which states that all teachers including paid staff at schools have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules and who fail to follow a reasonable instruction.

Objective of the Behaviour Policy

The school’s code of conduct promotes a partnership working in helpful behaviours for both the individual and team player in society.

This policy explains the ethos and context of Burstow Park School’s ‘*Nurture through Structure*’ approach to promoting positive behaviour so that each and every child at Burstow Park school can thrive, and reach their potential as a learner without disruption.

This policy covers the law (Education and Inspections Act, 2006) in relation to teachers and other paid employees’ powers:

- To screen and search pupils
- To use reasonable force and other physical contact
- To discipline beyond the school gates and the school day
- To initiate work with other agencies to assess the needs of pupils who display continuous disruptive behaviour

It sets out expectations about what can be accepted, what is unacceptable, and what strategies are applied when behaviours fall below expected levels.

A personalised approach to managing behaviours

The school will give reasonable consideration to individual students' needs and circumstances when applying the Behaviour Policy regarding, in particular, to race, religion and culture, SEN, disability and the circumstances of other vulnerable students. Form tutors will maintain contact with parents/carers regarding both academic and behavioural issues.

Burstow Park School – Core values

At Burstow we value:

- **Diversity** among our children, young people, staff and carers
- **Equality** of opportunity to access services and for the personal development of children, staff and foster carers
- **Safeguarding** of children and adults, in their living, learning and working environments, where there is awareness of risk, and the promotion of risk minimising arrangements
- **Enthusiasm** of children and young people, staff and foster carers to embrace opportunities and follow their dreams
- **Respect** for each other within Burstow Park school and for other people in our community, and showing this through our behaviour and communication.
- **Cooperation** in how we live, work and learn, with people of different ages and in partnership with other professionals and services
- **Achievement** of children and young people, staff and carers, in their learning, work and leisure, the small steps towards a bigger goal, qualifications and awards, and the success of completing a task and developing a new skill.
- **Honesty** between adults, children and young people in how we communicate and the messages we give one another both within Burstow and with others in the community and in other organisation

Behaviour Expectations of the school are displayed in classrooms and around the school. Students are expected to behave in a courteous, responsible manner at all times following the school's expectations. Where students are not able to meet with school expectations, appropriate sanctions will be considered. Responses will always aim to be fair and proportionate.

The school adopts a Positive Behaviour Points system and Learning Points reward scheme across the school. Pupils gain points for making effort with their learning,

and also for demonstrating good behaviours. Each student's Weekly Sheet is sent home at the end of each week, or each day by request.

Burstow Park School therefore, through its approach to behaviour will, according to the laws and statutes:

- Promote good behaviour, self discipline and respect.
- Teach and over-teach universal 'right from wrong' morality and expectations for all students, including those with SEND
- Prevent and deal appropriately to discourage bullying. This is explained in the school's Anti-Bullying policy and Safeguarding policy - both of which outline the school's Designated Safeguarding Lead role in the school's interest in monitoring/ discouraging and dealing with any Safeguarding, bullying and intimidation activity between students outside school hours - and appropriate multi-agency response action.
- Regulate, monitor and keep records of the conduct of pupils.
- Record separately and respond appropriately to racist or homophobic behaviours.

Bullying

In the event of an incident involving student bullying this should be referred to the school's Anti Bullying Officers/ Safeguarding Officers (see Anti Bullying Policy).

Standards of behaviour expected of pupils at Burstow School

The Head teacher sets standards of the behaviour, health, safety and well being of the students who are admitted to and sustain their place at Burstow Park School. It is expected that a child and their parent/ carer will wish to have a positive attitude and an acceptance that change needs to happen for the pattern of exclusions or managed moves to be halted.

Standards and partnership expectations are written in the school's 'Behaviour Expectations of the School' and each new pupil receives this at the start of their induction.

Burstow Park school takes a pro-active approach to ensuring positive behaviours and deterring poor behaviours. Strategies employed include:

- a consistent, fair, workable and effective rewards programme
- a consistent approach to behaviour management across the staff team
- strong school leadership, coaching and monitoring of tutor and recording systems including data recording using IT
- classroom management based on clear boundaries and positive regard
- clear and fair behaviour strategies and expectations - and the teaching of good behaviour
- staff development and support
- a culture of regular liaison with parents and other agencies and residential homes of different levels of staff led by the Assistant Head (Pastoral)

For the smooth running of the school and effective delivery of learning, we ask that **Students:**

- Arrive to their class on time, in an orderly manner and with a positive attitude to learning
- Remove any outside jackets, scarves etc. when indoors

- Keep bags tidily in a safe place. i.e. not on the floor where others might trip over them
- Always work to the best of their ability, being polite and respectful to others at all times
- Mobile phones and MP3 players are to be handed in / placed in the child's individual locker on arrival at school
- Only leave the classroom on permission from the class teacher

And that parents/carers:

- Ensure their child has taken any prescribed medication at the recommended dosage and frequency for their condition and recognised disability. (If a child has not been administered the correct medication prior to arriving at school, the school reserves the right to send the child home until they are medically fit to attend)
- Ensure that their child is not bringing any energy drinks into school, nor purchased them on route. (Energy drinks are prohibited in school and will be confiscated)
- Ensure that their child is not wearing make-up, false nails, piercings (one small pair of discreet studs in the earlobes are permitted, which must be taped over or removed for PE)
- Attends all school meetings, parents evenings etc.
- Supports their child(ren) with homework

Behaviour on home to school transport is also monitored. School assists and liaises over all transport issues, but ultimately, assisted transport will be withdrawn if taxi companies refuse to take your child.

Non-conformity in uniform is also a needless and avoidable irritation. Parents should ensure their child is wearing the correct uniform each day. (A uniform list is provided prior to admission).

Reasonable Force Powers:

Section 93 of the Education and Inspection Act 2006 authorises the use of reasonable force to prevent a student doing, or continuing to do, any of the following:

1. Committing any offence
2. Causing personal injury to, or damage to the property of, any person (including the student herself)
3. Prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

This applies both on site and off school site premises where the member of staff has lawful control or charge of the student (Section 548, EA 1996).

The Senior Leadership Team will also lead on what is 'reasonable and proportionate', and mindful of the DFE, Surrey and Burstow Park School's Safeguarding Policy and good practice.

All core staff, including Agency staff, are invited/ considered as appropriate delegates on the rolling programme of Team Teach training. On the rare occasions

where restraint is used it will be carried out in accordance with the Physical Restraint Policy and DfE Guidelines.

Bullying and malicious behaviour towards staff of whatever level is not acceptable in Burstow Park School. Where a child persistently targets a member or members or staff and this cannot be resolved through Restorative Justice (RJ) or with the support and goodwill of parent/ carers, the Headteacher will be firm in supporting a member of staff through their Professional Association (Trades Union legal team).

Developing, encouraging and valuing appropriate behaviour:

We believe that appropriately praising students will raise self-esteem, preparing and entering pupils for nationally accredited examinations will raise standards of academic achievement and behaviour, and ultimately long-term well-being. Praise is linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards others and personal achievement.

The school has a positive praise and reward system in place. This places emphasis on rewarding desired behaviours first and foremost.

Each student has a personal induction, which includes the school's behaviour expectations

All school staff receive high quality Behaviour Management training (ASC, PDA, ODD, and ADHD, for example, according to the School Development Plan and appropriate to the current client group).

All school staff undergo two-yearly routine TEAM TEACH training which is committed to a broad spectrum of risk reduction strategies.

Praise and rewards will be given for effort and when:

- Work or behaviour is above standard for a particular class/group/year
- Work or behaviour is above the usual standard for the individual student
- Work is of a consistently good standard
- Homework is completed
- The student exceeds their daily / IEP targets

In each lesson, students can earn 'Learning Points', for effort or attainment in their classwork, and Positive Behaviour Points for demonstrating desired behaviours. These are set out below:

Learning Points

1	Write / acknowledges the Learning Objective or Topic. Write down key words, date etc., as asked
2	Complete some work set within your lesson
3	Complete all work set , with support
4	Complete extension / challenge work set
5	Exceeding individual targets (includes completing homework, tests, assessments etc.)

Behaviour Points

1	Come into class on time
2	Stay in class for your timetabled lesson
3	Demonstrates positive attitudes and language towards others within the lesson
4	Helps to leave the classroom / learning environment as it was found
5	Exceeds at the above, and be appropriately dressed

Points are cumulative, so for example – a child must achieve 1 point for 'Coming into the classroom on time' before they can achieve the second point for 'Staying in class'. Therefore, the above system enables a 'scaffolding' approach to supporting and modelling appropriate behaviour. It furthermore means, that positive reinforcement is given consistently and frequently, thus having greater chance of success for the student.

Rewards will include:

- Positive comments in class and/or reinforcement at the end of lesson
- Positive referral to Form Tutor, Head Teacher or Deputy Head
- Telephone calls home
- Emails/letters home to parents / carers
- Praise at parents' progress meeting days
- Use of the points system (end of week / term reward for the student with the highest Learning and Positive Behaviour points etc)
- Certificates/cups/trophies at prize giving events

Principles of applying sanctions

When applying any sanction, staff will avoid:

- Making negative, judgemental comments about the student
- Punishing a whole group for specific student(s) behaviours
- Inconsistency
- Making snap judgements when they are stressed or unwell
- Imposing excessive sanctions
- Aggressive shouting, put-downs, sarcasm, ridicule or humiliation
- Causing intentional embarrassment
- Labelling a student instead of addressing the action or behaviour
- Getting into avoidable confrontation
- Facing up to a student physically

- Snatching items from a student (keys, cigarettes etc.)

We take a four-level approach, to enforcing sanctions, dependent upon the severity of the behaviours displayed. Sanctions will depend on:

- The severity and repetition of the misbehaviour
- The child's SEN, disability and understanding
- Motive, maliciousness, negative impact on other students.

Level 1: Informal

Examples:

Minor or occasional episodes of failing to complete task required, answering back/inappropriate comments, swearing, refusal to engage, defiant behaviours, interrupting other pupils learning etc.

This requires initial intervention by the TA and/or Teacher within the classroom. It may include:

Reminders of the expected standards of behaviour

Adjustment of teaching practices

Requests to cease with a particular behaviour

Moving students away from one another

Sitting staff in-between students who are distracting one another and/or inciting behaviours in another

Adjustment of TA involvement / support

Requesting that a child's tutor discusses their behaviours with them

Level 2: First line formal response

Examples:

Repeated continual low level disruption, repeated outbursts during lessons – needing to frequently or unnecessarily leave the class, initial observations of bullying, coercive behaviours towards other students, manipulation of other students, persistent refusal to follow instructions, regularly preventing other students from progressing in lessons.

As a first stage, support will be consulted from the wider staff team (including a member of the Senior Leadership Team) to identify alternative strategies for managing the child's behaviour positively.

A discussion will be had with the student (by the most appropriate member of staff to engage positively with the student) about behaviour expectations. This may also include parent/carers.

If positive strategies such as the above do not result in a reduction/cessation of the behaviours, the child will be placed on 'Behaviour Report' for either all, or specific, lessons – dependent on the behaviours being exhibited. It is noted that this will only be the case where the first stage responses have been employed to little or no effect first.

The Behaviour Report shall set out what needs to change / stop, and the target will be monitored in each lesson for a set period of time (usually up to one week for a first Report, up to two week for a second Report. If no improvement is seen after two weeks, a level 3 response will be actioned.

Level 3: Formal written notice

Examples:

Persistently being out of class and attracting others out of class, persistent personalised rudeness and swearing, repeated unwillingness to conform, weekly data input showing a very high level of negative behaviour points compared with other similar children, weekly data showing negative behaviour points for a variety of poor/ unacceptable behaviours which outnumber positive academic points in class.

A **formal written notice** from the school to explain the behaviours that are unacceptable, and what needs to be done to address the behaviour shortcomings. The letter will be sent to the child and their parent/carer, with a copy also sent to the placing Local Authority. The letter will require an improvement in behaviour by a given date.

Level 4: Serious Incidents

Examples:

Using mobile phone in school inappropriately, bullying and intimidation during school time or out of it, including specific racist or homophobic actions or behaviours, persistent refusal to attend lessons and follow the timetable, causing disruption and distress to the learning and physical and emotional well-being of others, inciting other students to misbehave or abscond, assault, theft, criminal damage, using lighters dangerously in the school building, being in possession of drugs, legal highs or alcohol in school, being under the influence of drugs, legal highs or alcohol in school, being in possession of a weapon, dangerous substance or using anything to inflict harm, extreme violence/ assault in school, persistent unmanageability of disruption to learning and other classes, aggravated by misuse of mobile phone, many occasions of bullying, intimidation, racist, homophobic behaviour, unmanageability of phone/ acceptable use of the internet in school. And, where all strategies above have been tried and exhausted, given the disabilities of the child and other children with disabilities in the school

Where behaviour is deemed to be 'serious' then an entry will be made in the schools Serious Incident Log – with a copy held on the child's school file. A copy will be forwarded to the pupil's parent/ carer and Local Authority with a written **formal notice to improve behaviour by a set date, with notice to end placement if no improvements made.**

Discipline on School Transport, Taxis, and Off-School Site

Burstow Park School has an expectation of positive behaviour on and off school site. This includes behaviour on activities arranged by school, such as work experience placements, educational visits outside activities and behaviour on the way to and from school.

The school expects:

- Good order on transport, educational visits or other outside activities
- To provide reassurance to members of the public about school care and control over students and thus protect the reputation of the school
- To provide protection of individual staff from harmful conduct by students of the school when not on the school site

- Students' use of ICT and websites not to contain inappropriate comments about the school, students or school staff
- Good behaviour from students when in contact with members of the public
- To be respectful to school visitors.

Confiscation, including the retention and disposal of inappropriate items:

If Burstow Park School staff assess the necessity to confiscate any property, this is done by themselves without adding to any humiliation. This will be done discreetly and privately, maintaining the pupil's dignity.

The leadership team does not encourage confrontational styles of impulsive "snatching" of items from students.

The aim pursued in confiscating property is maintaining an environment conducive to learning; one which safeguards the rights of other students.

Senior staff have powers to search WITHOUT consent for prohibited items, named as:

- Knives and weapons*
- Alcohol
- Illegal drugs and "legal" highs
- Stolen item
- Fireworks and lighters
- Pornographic images*
- Items likely to cause self-harm
- Inflammatory messages or hard copy items relating to inciting radicalisation (The Prevent Strategy).

*These items will be handed over to the police, and in Burstow Park School's case, support and advice will be asked from Surrey Police's Youth Intervention Team.

The Headteacher (or their representative) will make assessment of any confiscation and consequence, according to their having an oversight of a pupil's SEN, disability, equality, human rights, and any other confidential medical or mental health matters known in the home or residential house or any other educational or contributory needs.

Substance/alcohol misuse and bullying will be dealt with in accordance with the relevant policies.

Mobile telephones and illegal substances are not permitted in school.

If a student refuses to hand in their mobile phone they will not be permitted to enter the main school building.

If an unlawful item, e.g. alcohol or legal highs, has been confiscated, disposal of the item is likely to be a proportionate response. Due to the nature of our students, aerosols or other sharp objects and medication are not permitted in school.

Potential self-harming items (e.g. sharp objects taken from a classroom or displays) may be forcibly seized if a student refuses to hand them in.

Exclusions

Exclusions will be reserved for severe breaches of this Behaviour Policy and will be managed according to the separate Exclusions Policy, within the law and with the Head Teacher, Exclusions Manager or Deputy's authority only. The Headteacher (or their nominated representative) is the only member of staff who can make a decision to exclude a student. All other sanctions should be reported to a member of the Senior Leadership Team, who will gather evidence from staff who was

involved in any specific incident. Incidents will be recorded immediately and in detail only by those who were involved or were witnesses.

A student will only be excluded as a last resort - where other strategies of teaching positive behaviours, support and nurture have been exhausted. However, the power remains should it be necessary and lawful.

APPENDIX A

An Early Intervention and Preventative approach

Burstow Park school takes a 'Nurture through Structure' approach to supporting and promoting positive behaviours. It takes this approach from an early intervention stance, creating an environment which encourages good behaviours and deters negative behaviours, through measures such as:

- Average class size 5 with class teaching assistant
- Carefully matched class groups, academic, age and social development needs.
- Twice daily tutor mentoring for all pupils
- Integrated Behaviour, Safeguarding and SEND support
- Family support from a Pupil Engagement Officer
- Support for induction; working with parents/carers re behaviour expectations; risk assessments
- Support and target setting for attendance
- Tailored inductions for all pupils
- High staffing/ pupil ratio at break and lunchtime
- End of day phone calls from tutor or TA
- End of day daily academic and behaviour report sheet
- Support in lessons, and regular EHCP and IEP reviews
- Individual support for literacy
- Appropriate, proactive curriculum accrediting 14-19 pathways
- End of the week summaries to parent/ carers
- Staff training focused in SEND needs of students (2016/17: ASD/ADHD & 2017/18: Mental Health)
- Weekly praise and reward monetary awards for academic effort, behaviour and uniform
- Twice-yearly award ceremonies to recognise achievement including new student and most improved awards
- Staff team seniors at all levels with long term service to the school
- A culture from the Head's leadership of listening and learning and working together