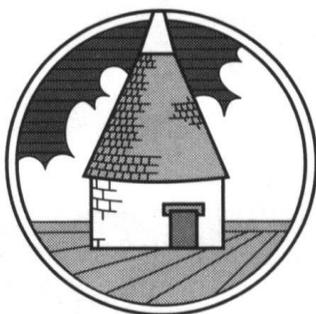


# **Bower Grove School**



## **Behaviour Guidelines for Pupils and Parents 2018-19**

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## **AIMS**

At Bower Grove School our aim is to develop an environment that promotes and recognises positive, socially acceptable behaviour.

Whilst the school has high expectations for all its pupils, it recognises that not all pupils will be able to achieve these expectations immediately due to the complexity of their behavioural difficulties.

In partnership with parents and outside agencies as appropriate, the school will offer support and guidance whilst recognising the individual needs of all its pupils.

To this end we strive to;

- Create a welcoming, happy environment that sets realistic expectations for all
- Work in partnership with parents to promote acceptable behaviour in school
- Provide a safe, caring and effective learning environment with a stimulating and relevant curriculum differentiated to meet the needs of all
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all
- Ensure all pupils, parents and staff are clear about the expectations regarding behaviour.

## **WHOLE SCHOOL BEHAVIOUR VISION**

Whilst it is recognised that a comprehensive list of rules are valuable to ensure behaviour expectations are met, it has also been noted that staff and pupils can find these overwhelming and over complicated. As a tenet for a whole school vision the focus will be on introducing, reinforcing and promoting three basic values (the 3 R's):

### **'Responsible, Respectful and Ready to learn'.**

These three concepts are suitable to encompass all ideas and thoughts listed in the overall, playground or classroom behaviour expectations yet remain accessible to staff and pupils. By exploring: responsibility to yourself and others; what respect is and how to give and earn it and what the expectations are to be ready to learn it is believed that the school will be providing a framework of behavioural expectations that will not only support students within school but will also give them tools to cope within other settings.

## **THE GOLDEN DUCK**

Promotion and recognition of these values within school is essential to allow pupils to develop socially. The Golden Duck is the champion of the 3 R's and is presented weekly to the class best demonstrating the chosen focus value and is a recognition of both staff and pupils working to teach and learn using these values.

## **POSITIVE BEHAVIOUR MANAGEMENT**

The school operates a Positive Behaviour Management system. Pupils are reminded of the agreed rules and encouraged to make the 'right choice' to follow the rules knowing that there will be a known consequence for continued inappropriate behaviour.

Each Key Stage has a specific plan for managing the behaviour of its pupils in the classroom, lunchtime and playtime. These plans have been drawn up by the staff and have the approval of the Headteacher and the Governing Body.

## **BEHAVIOUR EXPECTATIONS FOR KEY STAGES 1 AND 2**

### **Overall Expectations**

- To show consideration and respect for others.
- To show 'good listening' and follow instructions.
- To walk when moving around school.
- To ask permission to leave the classroom.
- To line up when requested.
- To take turns and share with others.
- To acknowledge adults in an appropriate manner and show respect.
- To take care of their environment and respect other people's property.
- To adopt good work habits.
- To be responsible for their own possessions and not trade or swop possessions.
- To adhere to the school uniform policy.
- To work quietly to complete tasks and allowing others to complete theirs.
- To put things away when they have finished using them.
- To use the communal toilet appropriately.

### **Classroom Rules**

The following classroom rules have been agreed by the pupils:

- Be kind to others – do not hurt anyone.
- Talk respectfully, no swearing or using words that upset people.
- Take care of the school, do not break or throw things.
- Listen to and follow instructions.
- Be polite – don't interrupt when others are talking.
- Look after your own property and respect that of others.
- Ask permission if you need to leave the classroom.

## **Rewards**

- Verbal praise.
- Smiley faces and notes in home school books and stickers on jumpers.
- Reinforcement by another adult.
- Being given the opportunity to choose an activity.
- Certificates and awards given in special assemblies.
- Class-wide reward systems such as sticker charts, merit awards, certificates, house tokens and points may be used in addition to individual rewards.
- Merits recorded on Sleuth
- Rewards afternoon activities
- Weekly behavioural top 20 published
- Weekly celebration assembly

## **BEHAVIOUR EXPECTATIONS FOR KEY STAGES 3 AND 4**

### **Overall Expectations**

- To behave in such a way as to enable teaching, learning and social integration to take place.
- To be in school on time and ready to work in lessons.
- To be dressed appropriately (see School Prospectus)
- To show consideration for others.
- To have respect for others' well-being and safety.
- To have verbal and physical respect for everyone.
- To walk around the school.
- To line up quietly at the start of lessons
- To look after your own possessions and not to take or interfere with those belonging to others.
- To ensure that all mobile phones and electronic equipment are handed in at the start of the day
- To help to keep the school clean and tidy.
- To show appreciation for cultural and gender differences and individual needs.

These expectations will be communicated to all pupils throughout the week but especially via school assemblies, PSHE and SEAL time.

## **Classroom Rules**

The following classroom rules have been agreed by pupils:

- Enter the room and go quietly to your place, when invited.
- Listen to and follow instructions.
- Put your hand or ask to speak in an appropriate manner. (In informal situations the teacher may tell you that this rule does not apply).
- Speak without shouting and use appropriate language.
- Leave other people and their belongings alone.
- Ask permission to enter or leave the classrooms.
- Arrive punctually for each lesson or give a polite reason to the teacher if you are late. Be ready to work.
- Walk carefully in the corridors
- No chewing gum in school.

## **Rewards**

- Verbal praise.
- Postcards home.
- Merit recorded on Sleuth for positive behaviours.
- Whole class rewards.
- A whole school behaviour tracking system enables pupils to earn points. Points can be exchanged for items in the Reward Shop and for Reward Day Activities.
- Rewards afternoons
- Weekly behavioural top 20 published
- Weekly Key Stage 3 and 4 celebration assembly

## **PLAYGROUND RULES**

The following rules have been agreed by staff and pupils.

## Key Stages 1 and 2

- Use kind words. (No swearing or unkind words or gestures. Be polite and respectful to your friends and adults).
- Be kind. (No hurting, kicking, biting, pushing, hitting, spitting, pinching).
- Stay on the playground. Ask if you need to leave.
- Walk along the paths and the corridors.
- Use the play equipment safely.
- Follow the football and spinner rules
- No play fighting.

## End of Playtime Arrangements

- **Main school bell sounds**  
This is the trigger for all staff to come to the junior playground to collect their next class.
- **The member of staff on duty blows the whistle.**  
This signals that the pupils should go to their lines and line up.
- **Staff then accompany their classes in one group at a time.**

## Key Stages 3 and 4

- Be polite to your friends and adults - no swearing or name calling.
- Play safely and kindly – no rough play fighting or bullying.
- Stay on the playground areas – ask an adult if you need to leave.
- Walk along paths and corridors.
- Use the patio area for sitting, walking and talking.
- Use the adventure play area safely and keep the football in the playground.
- Follow all adult requests or instructions.

## End of Playtime Arrangements

- **Main school bell sounds**  
This is the trigger for all staff to come to the senior playground to collect their next class.
- **Pupils make their way to their lining up points**  
Pupils line up quietly on the playground.  
By the time that the pupils are lined up staff should be on the patio and ready to receive their class.

## **Staff should then take classes in one group at a time**

### **EXPECTATIONS DURING UNSTRUCTURED TIMES**

Unstructured time refers to that time spent moving around the school at any time other than lesson time.

The following general expectations apply:-

- To walk around the school in a quiet, calm and safe way keeping to the left where possible.
- To keep to pathways and designated areas of the school.
- To take care of the environment by wiping feet, using litter bins, closing doors etc.

#### **Toilets**

- To walk in quietly
- To use the WC and leave it flushed and tidy.
- To wash hands
- To leave promptly

### **LUNCHTIMES**

All pupils eat in the Hall with their teachers and /or teaching assistants.

All pupils follow an allocated rota for lunchtime with time being spent outside on the playground and time being spent in the hall eating.

#### **Expectations**

- To come into the hall quietly and sit in your allocated seat.
- To refrain from touching other people's food.
- To use acceptable table manners.
- To stay in your seat (unless directed otherwise).
- To talk quietly to the people on your own table.
- To participate in cleaning up activities.
- To sit sensibly and wait to be dismissed by a member of staff.

### **END OF THE DAY**

#### **General Expectations for all Key Stages**

## **Pupils are expected to abide by the school rules on their journey to and from school.**

- To leave the classroom quietly at the end of the day for their designated taxi pick up point.
- To wait quietly and calmly.
- To follow all instructions given by the taxi escort.
- To behave safely during the entire journey home.

All pupils with bus passes will walk to the bus stop by the designated route, (up Fant Lane to cross by the pelican crossing).

NB. Car park and main exit doors will be supervised by designated staff.

## **Sanctions**

- Verbal warning.
- Verbal warning with choice.
- Referral to class teacher.
- To be monitored via taxi / home/school book.
- To be removed from the taxi and wait in school until parents come to collect.

For persistent offenders individual reward / monitoring books may be implemented and in severe cases the LEA may refuse to provide transport for those pupils.

## **SANCTIONS**

Staff will always promote a positive working atmosphere. With the onset of undesirable behaviour staff will deploy diversionary tactics, for example highlight a pupil who is displaying the correct behaviour and praise them accordingly. Sometimes this will be sufficient to initiate the desired behaviour. If diversionary measures are not successful the following sanction system will be used and any incidents will be recorded on Sleuth by the member of staff issuing the warning or card:

For the Early Years pupils an instant 'sanction' based on individual need will be used. This may involve a 'time out' or the loss of a preferred activity. Staff will record 'time out' incidents and these will be transferred onto Sleuth. As

the pupils get older, the following system will be used, staff will endeavour to ensure 'take-up time' is allowed between cards to enable students to modify their own behaviour.

### **Verbal Warning**

Pupils will be given a verbal warning to stop the behaviour.

### **'Yellow Card'**

Pupils will be shown or given a 'yellow card' as the first formal warning.

### **'Orange Card'**

Pupils will be shown or given an 'orange card' as the second formal warning.

An orange card will carry a 'Time Out' sanction to be managed by the class teacher. There will be no dedicated 'Time Out' areas in school - these will be negotiated and planned for depending on location, pupil need and staffing.

### **'Red Card'**

- Pupils will be shown or given a 'red card' and asked to leave the classroom.
- Pupils who receive a red card will be escorted to the Duty Room and given the opportunity to sit quietly and calm down. The member of staff issuing the Red Card will record the information on SLEUTH.
- Staff in the Duty Room will give the pupil opportunities to discuss the problem and offer support to resolve the issues. Staff will make judgement calls as to when it is the appropriate time to begin the discussion. Staff may request other pupils / staff to assist them in resolving these issues.
- Once a pupil is sufficiently calm, appropriate work / activities or the option to do nothing will be offered.
- Duty staff may phone for class work to be sent to the Duty Room if appropriate.
- Once a pupil has shown that they are calm and ready to return

to class the duty staff may phone the appropriate teacher and ask if the pupil can return to class. For practical lessons, it may be necessary for the pupil to remain in the Duty Room until the next lesson.

- As part of the discussions with the pupil, pay back requirements will be discussed. Pupils issued with a red card will complete a 'Payback' during the next available lunchtime.
- If a pupil arrives at the Duty Room in an unsettled frame of mind or if the pupil displays inappropriate behaviour in the Duty Room, they may be escorted to one of the Time Away Rooms where they will remain there until they are calm enough to return to the Duty Room or go back to class. Pupils who show that they are not ready to go back to class will remain in the 'Duty Room.'

**The following incident will merit the issue of a Red Card straight away.**

- **Physical Aggression:**  
**An incident where a pupil is putting themselves or others at risk by their behaviour. e.g. a pupil hitting someone.**

**The following incidents may necessitate the use of a Red Card.**

- **Swearing:**  
**An incident where a pupil directly swears at an adult or another pupil with the intention of causing offence.**
- **Serious Disruption:**  
**An incident where a pupil is seriously disrupting a classroom activity**

### **Time Away Room**

There are occasions when a pupil's behaviour puts themselves at risk and necessitates the use of withdrawal. Time Away rooms are available, with minimal stimulation and no audience, where pupils can calm down and regain control of

their behaviour and emotions. The Time Away rooms are operated on an 'open door' policy where practical.

The Time Away room may be offered to a pupil by a member of staff or a pupil may be directed to go there. In either case the aim is to allow the opportunity for the young person to regain control.

## **POSITIVE HANDLING**

Should a pupil's behaviour be so challenging that it can no longer be managed solely by the school's behaviour management and de-escalation strategies, it may be necessary to use positive handling.

At Bower Grove physical interventions will be deployed as the last option when staff have attempted all other interventions or when a pupil's behaviour is putting themselves, other pupils, staff or others at risk. The school's policy on positive handling is framed by guidance from the DfE, July 2013, 'Use of Reasonable Force' Behaviour and Discipline in Schools Jan 2016 and Keeping Children Safe in Education, September 2016 and uses Team Teach positive handling techniques and strategies.

Whilst it is recognised that some pupils in Key Stage 2 will need to be escorted, it is envisaged that only in exceptional circumstances would pupils in Key Stages 3 and 4 require positive handling strategies. In the majority of cases it is safe for pupils to run into safe spaces to avoid the need for Positive Handling. The positive use of touch is considered a beneficial strategy, e.g. help hug, guided walk, reassuring touch.

See additional advice in Bower Grove's Positive Handling Policy.

## **RECORDING AND REPORTING**

The Sleuth Behaviour Tracking system is used by staff to monitor and track positive and negative behaviour incidents at school.

Negative and positive incidents are recorded on Sleuth and feed directly into the school's Reward System.

Parental contact following an incident may be by telephone, contact book, text or email. Class Teachers will ensure that any relevant information about a behavioural incident is communicated promptly.

Using Sleuth, incidents can be monitored by the Leadership Team and Class Teachers to identify and target persistent behavioural issues. Individual programmes may be implemented to address these. Pupils causing concern are discussed on a weekly basis during Leadership meeting time.

Behavioural data recorded on Sleuth will be used to inform parental meetings and is available for discussions about students' behaviour and subject or time specific incidents.

## **SPECIAL CASES**

The sanctions outlined offer a framework for most pupils. However, rigid sanctions for some pupils can be counter-productive and in these situations an individualised approach is required.

Some children do not, or, cannot respond to positive behaviour management strategies. For these pupils individual plans will be devised. These plans will be shared with other staff via staff meetings and will be documented for parents.

For persistent inappropriate behaviour, parents will be informed and a meeting will be requested in order to develop a Pastoral Support Plan for the pupil.

## **EMERGENCY PROCEDURE**

Extreme behaviour will be referred directly to a member of the Leadership Team.

In the event of a child endangering themselves or others, the child will be escorted using Team Teach positive handling techniques, and if necessary, additional staff will be called to assist.

## **COMMUNICATION**

Parents and pupils will receive a copy of the Behaviour Guidelines as part of the admissions procedure. By signing the Home / School Agreement parents and pupils will indicate that they are aware of and accept the standards of behaviour expected by the school.

The school will ensure that parents are kept fully informed of any behaviour difficulties that their child is experiencing and will involve them in designing any individual programmes.

## **REVIEW OF GUIDELINES**

These guidelines will be reviewed in conjunction with the Behaviour Policy review which will take place on an annual basis.



## **BOWER GROVE SCHOOL CODE OF CONDUCT**

This code has been agreed by all staff and pupils and is communicated to parents, on admission via the Home / School Agreement

*We want everyone to behave in a way that makes all of us feel safe in all parts of the school and when we travel to and from school.*

*We will respect and care for others.*

*We have the right to be happy.*

*We respect that everybody has the right to come to school and learn without being disturbed by others.*

*We will take care of Bower Grove School and the property of others.*