

Oswaldtwistle School

Behaviour Policy and Practice

**Part 1: Policy**

As a Pupil Referral Unit Oswaldtwistle School will, by the nature of its intake, have a proportion if its student population who present with challenging behaviour. We recognise that ‘all behaviour is communication’ and that early childhood experiences, family trauma; including exposure to domestic violence, unaddressed Special Educational Needs, inconsistent parenting and frequent school changes leading to missed education, can all have an impact on a young person’s ability to regulate their own behaviour. Negative peer relationships, involvement in anti-social behaviour, entrenched low aspiration and the ready availability of both illegal and legal substances further contribute and have a corrosive effect on attitudes to learning. School’s role is pivotal in engaging our very vulnerable students and equipping them with the skills, knowledge, understanding and aspiration to succeed in a very competitive world of post 16 education and future employment. While our students are particularly vulnerable they are no different to their mainstream peers in their need to be part of a school that values them as individuals, develops self-esteem based on mutual respect and personal responsibility and provides clear boundaries in terms of behaviour. The ‘behaviour for learning’ we promote in our behaviour policy is also ‘behaviour for living’ and ‘behaviour for succeeding’.

The School Code which is being developed this year through our School Council reflects society in general when it focuses on rights and responsibilities (Appendix 1). Students have the right to learn and teachers have the right to teach. All members of the school community have both rights and responsibilities within the classroom around school and in the wider community. All members of the school community have the responsibility to play their part in making Oswaldtwistle School a calm and positive place where people treat one another with respect, feel safe and where high quality learning can take place.

We also recognise that when things go wrong and behaviour occurs which is contrary to what we are trying to achieve, there should be a clear system of sanction and support in place which is consistently applied. Equally, good behaviour generally and good ‘behaviour for learning’ in particular must be encouraged, celebrated, rewarded and thus positively reinforced. Restorative approaches must be used as a positive response to repairing relationships damaged by poor behaviour. This is described in part 2 of this policy which focuses on how this policy translates into practice and includes the use of restorative approaches as a positive way of addressing some issues.

Recent government guidance has been taken into account in the preparation of this policy. The policy also links to Oswaldtwistle’s anti-bullying policy, Safeguarding Policy, No Smoking Policy, and Uniform Policy.

This policy must be owned by all members of the school community. Students have been involved in work leading to its production as well as through the views they expressed in recent and ongoing Student Surveys. Staff views have also been sought through a recent survey and parental views are being sought at the time of writing this policy (November 2015). The draft policy was displayed on the school website for consultation and to invite any responses from parents/carers and other stakeholders. This work should ensure ownership and support for the policy as well as continuing fitness for purpose. The school’s Management Committee will also had the responsibility of reviewing this draft policy before ratification.

The scope of the policy applies to behaviour both in and outside the classroom. It also applies in some circumstances to behaviour outside school gates and in the wider community. It relies on student, parent/carer and school all sharing the same vision for the behaviour we want to see at Oswaldtwistle and a willingness to work in partnership to achieve it. This partnership is clearly expressed in our Home School Agreement (Appendix 2) which is read and signed by all parent/carers of students on their admission to school.

To support good behaviour in schools the DFE has clarified guidance on a number of areas and required that schools include them within their policies.

1. Teachers' powers to screen and search and the use of reasonable force
2. Discipline outside the school gates
3. The pastoral care of school staff accused of misconduct
4. Disciplinary action to be taken against pupils who are found to have made malicious accusations against staff
5. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour
6. The ‘Prevent Duty’ and the school’s responsibility to combat violent extremism and its promotion

Links to the Department for Education guidance on these areas are included in Appendix 2.

**Part Two : Practice**

We do not have a long list of rules at Oswaldtwistle but it is expected that all students adhere to and uphold the school code which has been reviewed in consultation with both students and staff. Rights and responsibilities are the underlying principles of this code and it applies to all members of the school community. A copy of the code can be found in Appendix 1 and describes the expectations staff and students have of one another.

At Oswaldtwistle we provide a secure and ordered environment where students can flourish and we recognise that good relationships between all members of the school community must form the basis of this. We focus on the positive and take every opportunity both in the classroom and outside it to reinforce aspects of good behaviour and more specifically in the classroom, good behaviour for learning. We use an on-line system called Classcharts to record, reward and sanction students for behaviour in and around school (Appendix 4). Where students exhibit poor behaviour around school or in the classroom this impacts on the rights of others and must be challenged. Produced in conjunction with the School Council our ‘Consequences’ of failure to comply with school expectations provides clear guidance on response to general issues which can seriously undermine the smooth running of school and jeopardise learning for students (Appendix 5).

**Responding to poor behaviour in the classroom**

Inappropriate behaviour in the classroom can be pre-empted by good lesson preparation on the part of the teacher. The establishment of a clear and consistently applied set of classroom routines and expectations is also essential as a basis for promoting good behaviour for learning. When responding to poor behaviour teachers should try to be proportionate. They should remind students of their responsibilities in terms of the School Code and classroom expectations. They should remain calm. To support staff and students we have produced for display in all classrooms and on our website a ‘Positive Behaviour’ chart and a ‘Responding to Poor Behaviour’ chart (Appendix 6) to support an approach which focusses on the positive but provides a graduated but clear response to poor behaviour.

**Rewards and Sanctions**

The most basic and yet effective form of reward to which almost all students respond is that of praise. To have real meaning and impact on students, praise should be specific and meaningful and should refer to a particular positive achievement or attribute demonstrated by the student. It is less effective in terms of supporting good behaviour for learning when it is nebulous or very general. Also, if the student is clear about exactly what they are being praised for, they are more likely to repeat that behaviour. Teachers may choose to reward students by using Classcharts. They may also want to record particular positive achievement by an individual or class by recording it for use in our weekly Celebration Assembly. Tutors and class teachers are also encouraged to communicate regularly with parent carers and to ensure that positive behaviours and achievements are as keenly reported as negative incidents and sanctions. Parents/Carers also have on-line access to Classcharts for their child to enable them to see their behaviour in school on a daily basis.

**Behaviour Monitoring Cards**

A system of monitoring cards exists to support students to focus on aspects of their behaviour which are causing problems in class or around school. The cards have desired positive behaviour targets which are recorded by teaching staff and monitored by members of SLT. The role of the parents in reading and signing monitoring cards is vital as a consistent approach and partnership between home and school is much more likely to support positive behaviour.

**Restorative practices**

When an incident has occurred between students which has proved difficult to resolve or where an ongoing or more serious incident has occurred between a member of staff and a student, a restorative approach to resolving the conflict may be appropriate. Restorative Approaches and Restorative Justice are not intended to replace any school sanction but can provide a means to enable parties to resolve and move on from the situation. Members of the staff team are trained in Restorative Approaches and can manage that process should it be thought necessary (Appendix 7).

E Hillary November 2015