

**SOUTHOVER PARTNERSHIP SCHOOL**  
**BEHAVIOUR POLICY and EXPECTATIONS**

(See also equality and diversity policy and exclusion policy)

Date adopted	September 2014
Date of last review	July 2017
Date for review	September 2018 or in line with DFE updates

\*\*To be read in conjunction with the school's Anti-Bullying Policy and Restraint policy and Searching policy.

*This policy pays due regard to the equality act 2010 – including aspects of safeguarding and SEND, the Dfe guidance 'Behaviour and discipline in schools' February 2014, Section 89 (1) (a to e) of the Education and Inspections Act 2006 and The Independent Schools Standards Regulation 2015. It relates directly to our safeguarding policy September 2016, Anti-radicalisation policy and e-safety policy.*

- At the Southover Partnership School all relationships are underpinned by an understanding of the principles of Attachment. This means that all staff will manage behaviour in a way that is consistent with these principles. Staff will use positive behaviour management techniques when needing to address behaviour that is unsatisfactory. This approach is based on both students and staffs right to learn and teach and be respected. Along with these rights come responsibilities for pupils and staff. We are all responsible for ensuring that our teaching and learning environment is safe and that everyone is treated with respect and integrity and that bullying that is inflicted on the grounds of race, gender, disability, and other characteristics (such as sexual orientation) does not occur nor tolerated, and if it does occur, is swiftly and robustly dealt with..
- These principles are reinforced daily and we ensure that none of our rules, penalties or punishments would disproportionately affect a particular group.

There will be incidents of poor behaviour from time to time. When these occur, Southover has adopted very clear guidelines about the consequences for given behaviours. Staff and pupils should be made familiar with these expectations during their induction to the provision.

# **SOUTHOVER PARTNERSHIP SCHOOL RIGHTS AND RESPONSIBILITIES**

## **RIGHTS**

- Students will be safe
- Students have the right to learn
- Students will be treated with respect
- Adults will plan appropriate work for students
- Adults will listen to students
- Students' property will be safe

## **RESPONSIBILITIES**

- Listen carefully to teachers and other students
- Students have the responsibility to allow others to learn
- Respect others' property
- Respect others feelings
- Work hard towards your targets
- If you have a problem, speak to an adult.

## **POSITIVE MANAGEMENT OF BEHAVIOUR**

### **Encouraging a positive ethos**

We encourage a positive ethos for teaching and learning by using the following strategies:

- Setting boundaries and rules through a shared understanding
- Positive feedback, praise and rewards
- Differentiated activities
- Activities to develop self-esteem
- Inclusive displays
- Welcoming and facilitating regular communication from parents/carers
- Celebrations
- Outings
- Positive links with mainstream schools
- Good modelling by adults

### **Positive strategies used to reward behaviour**

We use rewards in order to:

- Encourage good behaviour
- Place emphasis on and reinforce positive achievements
- Raise self-esteem
- Reinforce and teach desired behaviour
- Acknowledge that staff notice and value pupil efforts
- Encourage responsibility
- Send positive messages to parents

### **Rewards used**

- Points

- Praise
- Body language e.g. thumbs-up, smile
- Ticks and positive comments on work
- Quick notes home to parents
- Certificates
- Phone call home
- Positions of responsibility.

Our aim is to catch pupils being good as frequently as possible and to praise/reward them accordingly. We ensure that the positive feedback given is personal, specific, genuine and appropriate.

**The types of behaviour that we reward include:**

<ul style="list-style-type: none"> <li>✓ Following instructions</li> <li>✓ Completing tasks</li> <li>✓ Quality of work</li> <li>✓ Making an effort</li> <li>✓ Positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>✓ Kindness</li> <li>✓ Sharing</li> <li>✓ Caring</li> <li>✓ Listening</li> <li>✓ Staying on task</li> </ul>	<ul style="list-style-type: none"> <li>✓ Finishing work</li> <li>✓ Concentrating</li> <li>✓ Responsible behaviour</li> <li>✓ Sensible behaviour</li> <li>✓ Making appropriate choices</li> <li>✓ Honesty</li> <li>✓ Thoughtfulness</li> </ul>
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## **POINTS SYSTEM USED THROUGHOUT THE DAY**

Points will be awarded for each of the 5 lessons per day. Five points can be awarded for each lesson so the maximum number of points it is possible to achieve in any one day is 25. Points will be awarded as follows:

**P** = punctuality, that is getting to lessons on time or early. If you are even 1 minute late, the point will not be awarded.

**E** = Effort, that is how hard you work in each lesson, your concentration and the attitude you take to your work.

**A** = Achievement. This is the amount of work you complete in the lesson. This will be agreed with your tutor before the lesson begins.

**B** = behaviour, how well you have behaved in the lesson

**O** = outstanding, this is an extra point that you can earn in the lesson for excellence, such as prolonged hard work excellent engagement, helpfulness and many other things.

The points you earn will be tallied at the end of each lesson with the teacher and recorded on your weekly sheet and the sheets will be returned to a central file at School at the end of each day. You will begin a new sheet each week. The same system will be used at Work Skills Learning.

Your weekly totals will be recorded and your points will accumulate into rewards.

### **Rewards**

The total number of points you could earn in a week is 125. A voucher will be awarded after a 2 week period for achieving 80% of the total number of points. If you are awarded 100 points, you will be entitled to do an activity of your choice during the following week, lasting 1 hour. Activities might include for example, swimming, piano, football, or computer. The weekly points will be added up each week over the half term and if you are awarded 80% of the possible total, you will be awarded a voucher for example, from Argos, Smith's McDonalds etc. Your points will continue to add up for the whole term. Again, if you achieve 80% of the maximum possible you will be awarded an outing.

In addition to this, the points of all pupils will be added together, and if that total is 80% of the maximum possible points, the group will be awarded an outing. This is dependent on all pupils working together.

### **Sanctions**

Using the positive behaviour management principles teachers will use the language of choice to enable the locus of control to remain with the child. Where students make inappropriate choices and behaviour is poor, staff will carry out the sanction offered in the language of choice and an ABC form will be completed. Incidents will be discussed with the Deputy Head Teacher in the first instance and decisions will be taken about informing parents. Our overwhelming principle is to keep students safe and to ensure that our response reflects the meaning of the behaviour.

Depending on the circumstance, sanctions include:

- A verbal reprimand.
- Loss of reward points
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges
- School based community service or imposition of a task – such as picking up litter ; tidying a classroom; or removing graffiti.
- Regular reporting including early morning reporting. In more extreme cases schools may use temporary or permanent exclusion
- Internal exclusion (see exclusions policy)
- And, in severe cases, External exclusion (see exclusions policy)

### ***DAMAGE/VANDALISM TO SCHOOL PROPERTY***

In a setting like ours, some accidental loss or damage to resources and fair wear and tear are accepted as a fact of life and the School's budget makes due allowance for this.

However, deliberate, wilful or negligent loss of or damage to the School's resources not only puts an unfair strain on the budget but denies or compromises the opportunity and right to learn.

For these reasons, it is the policy of the School that those causing wilful loss or damage will be charged for the loss or damage appropriately.

It is school policy to fully investigate any incident of damage to school property. This will include vandalism of school resources or buildings.

Any damage incurred will be assessed and photographed as evidence when required. A copy of the photograph will be sent to parents/carers together with a request for a contribution towards the cost of repair or replacement of the object that has been damaged or vandalised.

- 1) Loss of /irreparable damage to books, IT equipment, PE equipment, DT tools etc,: the School shall claim the "market rate" for repair or replacement.
- 2) Damage to the structure of the buildings, furniture etc.: the School shall claim the cost of the repair (e.g. broken window, chair, etc.) or an appropriate replacement.
- 3) Where damage has been sustained to the fabric of the School or equipment due to the criminal behaviour of others, the School shall actively co-operate with the police authorities with a view to seeking restitution and possible prosecution.

If parents/carers are unable to make a contribution, as requested, there will be no discrimination towards them or their child.

This, unless in cases of excessive damage, will not necessarily result in an exclusion from school. However, if repeated acts of damage/vandalism occur, parents/carers will be informed and the pupil may face a fixed term exclusion. Where criminal damage occurs, the police will be informed and criminal proceedings may be brought against the perpetrator.

The Headteacher, Deputy Headteachers and Key Workers monitor behavioural antecedents, incidents and consequences regularly to identify any potential trends or patterns.