

Great Howarth School

BEHAVIOUR, DISCIPLINE AND ANTI-BULLYING POLICY

October 2019

Reviewed Sept 2020

Context

At Great Howarth our aim is that our students should achieve their academic potential and lead independent and fulfilling adult lives. We enable this by building mutually respectful relationships with them and showing them how to have respectful relationships with each other and with other people. This helps them to reflect and take responsibility for themselves, and is a form of discipline that is constant, immediate and consistent. We achieve discipline through discussion.

This document explains our approach. The warmth, humour and pleasant firmness with which our staff engage with students from the moment they arrive in the school each day demonstrates the way in which we set boundaries on behaviour, and is reflected throughout the school.

Aims of our behaviour policy

- To provide a structure that supports and enables effective teaching and learning throughout the school community
- To maintain clear expectations and a code of conduct that revolves around mutual respect and that is adhered to consistently by everyone in the school community
- To create a safe and caring environment in which all students are valued equally
- To encourage students to reflect.

Our ethos

Our ethos revolves around awareness, understanding, consideration of others' needs, compassion, equality, tolerance, and inclusion. These are supported by the PACE model of interaction with the students. Acceptable standards of behaviour are those which reflect these principles.

Every member of staff is responsible for creating this environment which enables young people to engage with effective learning. We believe that by treating our students as individuals and providing them with comprehensive support they will be able to fulfil their potential. We also believe that education can and should be fun, and that our students benefit from the sense of playfulness that permeates the school, and the creative opportunities we offer.

Our ethos aims to:

- Encourage mutual respect throughout the school community
- Help each student to develop a sense of responsibility for his/her behaviour
- Foster each student's emotional wellbeing, including their ability to express their feelings and emotions
- Develop each student's social and communication skills.
- Develop a sense of social and moral responsibility within the school and the wider community

Our practice

Building relationships and using praise

At Great Howarth, everything we do is based on building mutually respectful relationships with our students. We explain our practices to students, offer them reasons to work with us and encourage reflective dialogue and self-regulation. Our tone can be light-hearted and playful, which can be liberating and enabling for young people who may previously have felt stifled by authority figures, and does not in any way dilute our messages.

We treat students as individuals, ensure that the curriculum is appropriate for each student and that teaching styles are varied, and we use praise as our main tool. There is a lot of encouragement in this school, and because we are quick to tell a student when they are behaving inappropriately, we constantly reinforce the barriers that differentiate respectful behaviour from inappropriate behaviour.

Reward System

At Great Howarth we operate a daily reward system based on the RATE ME system. This awards points that equate to a daily monetary reward that can be 'cashed in' to buy experiences or gifts.

The Points System

The points system aims to

- Raise self-esteem and confidence
- Recognise and reward good and improving behaviour
- Reinforce and maintain good behaviour
- Motivate learners to engage and participate
- Modify behaviour
- Incentivise achievement
- Develop relationships and pro-social behaviours and problem-solving skills
- Develop resilience and independence

This system is based on both behaviourist and learning theories, which demonstrate that awarding points with rewarding consequences encourages acceptable/appropriate behaviours whilst discouraging the inappropriate/unacceptable behaviours by not gaining points. In relation to boys, specifically, in group situations a system of this kind can promote both individual motivation and a manageable, healthy element of competition. To support all of this, we adopt a child-centred caring approach which scaffolds our learners basic needs whilst, at the same time, allowing each individual to develop a sense of belonging and to become self-actualised independent learners as they grow emotionally.

Rewards and Consequences Policy

Learners at school will be encouraged to be:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

As these qualities grow, behaviour develops to become appropriate/acceptable (supported by adult guidance) and further to become responsible and independent (relying less and less upon adult intervention).

Using Learner Motivation to Promote Appropriate and Responsible Behaviour

An effective points system needs to be based on an understanding of motivation. Motivation occurs when a child realises there is a connection between their actions and the outcome of their actions.

Intrinsic Motivation

Intrinsic motivation refers to the feeling of pleasure, satisfaction and enjoyment a person experiences during an activity rather than after the activity. Intrinsic motivation is concerned with the process, not the end product or consequences. Intrinsic motivation is the earliest form of motivation. Activities or tasks completed in lessons can, for example, be judged in terms of their intrinsic motivation.

External Motivation

External motivation refers to when the reason for doing something is external, for example you may do something to earn a reward or to avoid a consequence.

Internal Motivation

Internal motivation refers to actions that are pursued because a value is attached to the outcome itself.

Moving from External to Internal Motivation

A learner will not be motivated to progress, develop or change if he does not perceive any connection between his action and the outcomes of his actions. They will become de-motivated and none of the above forms of motivation will impact on their lives. They will experience feelings of incompetence and lack of control over their lives.

We can encourage, promote and foster a move from external to internal motivation through a process of internalisation.

Internalisation describes how people learn to control their own behaviour. It may involve learning to limit some natural behaviour or to engage in activities that are not found to be intrinsically motivating.

For internalisation to occur successfully the following elements are required:

□ **Structure**

Learners need to know what rules they need to follow, why they need to be followed and what will happen if they are not followed. In addition, consequences need to be provided when rules are not met

□ **Involvement**

Learners need to feel the warm, responsive interest of people who are important to them. Learners are more likely to internalise behaviours that are important to respected teachers, support assistants and care workers.

□ **Support for Autonomy and Independence**

For internalisation to occur, learners must be provided with opportunities to experience choice in relation to the rules. This will also encourage the growth of independence.

□ **A Desire to Learn**

Learners can often be motivated by a desire to show their competence. They can adopt one of two possible orientations to learning, which are:

- A. Proving one's ability – a learner defines his success in relation to the performance of their peers.
- B. Improving one's ability – a learner defines his success in relation to previous performance or progress.

2.3 The Structure of the Points System

The points system is based on three levels of behaviour (Appendix 1).

Each level of behaviour has a title.

Each level of behaviour has a 'Global' Description containing critical or essential behaviour traits.

The critical or essential behaviours underpin our belief that every learner has a right to learn and every teacher has a right to teach.

The global description aims to paint a pen-portrait of a child's behaviour.

The global description can be used to map or chart a learner's progress through to appropriate behaviour.

Displaying the critical or essential behaviour traits contained in the global description will be reflected in the points awarded to learners in lessons.

At Great Howarth School the awarding of points are tied to expectations of respect, achievement, targets and engagement and participation (RATE Me).

2.4 Awarding Points in Lessons

The points system aims to develop positive learner attitudes and responsible learner behaviour. These are the pre-requisites for success and achievement.

The points system used the prefix RATE to categorise the areas for which points can be awarded.

Points will be awarded in the following areas:

R – Respect for self, peers, adults and the learning environment

A – Achievement in lessons and as a whole

T – Target: meeting targets

E – Engagement & participation – Effort and `having a go` (resilience).

(A comment bank of behaviours appropriate to each category can be referred to so that all staff share a common vision and language when allocating points. (See Appendix 2)

Five points are available in each category.

- 0 points - Learner has displayed conduct/behaviour/achievement of concern
- 1 point - Learner has displayed conduct/behaviour/achievement that is weak
- 2 points - Learner has displayed conduct/behaviour/achievement that is satisfactory
- 3 points - Learner has displayed conduct/behaviour/achievement that is acceptable
- 4 points - Conduct/behaviour/achievement displayed by learners is consistently good
- 5 points - Conduct/behaviour/achievement displayed by learner is consistently excellent

Whilst we aspire for excellence we aim for learners to display an acceptable level of behaviour and achievement. Acceptable behaviour is indicated by awarding 3 points. Teachers need to be consistent, fair and firm in the awarding of points in order to protect the effectiveness and integrity of the points system.

Learners begin each lesson with zero. The theoretical foundation for this is the principle of `Rewarding Partial success`.

`Rewarding Partial Success` is a positive management response. It gives learners positive information and reinforces/promotes appropriate behaviour. Adopting the position of `Rewarding Partial Success` reflects the belief that our learners have passed through a variety of educational establishments and arrived at our school because punishment does not work.

`Rewarding Partial Success` recognises that learner's self-image and self-esteem is important, as learners tend to behave in a manner that is consistent with their self-image.

When a learner's self-image is particularly low the individual protects their self-esteem by processes of:

1. REJECTION - "It wasn't me I didn't"
2. PROJECTION - "It wasn't me It was"
3. DENIAL - "I didn't" i.e. it didn't happen

At the end of each day a final daily total can be recorded which is then translated into a final Daily level.

Teaching

At Great Howarth teaching is delivered through structured classroom activity, and through the vocational/enrichment curriculum, which enables students to learn in an more informal setting. Our students have long histories of failing to engage with education. Their complex emotional needs, and their inability to focus on formal learning for long periods of time, mean that it would be inappropriate and unhelpful to expect them to meet the National Curriculum framework by engaging with five hours of formal learning each day. Our curriculum, which is designed to meet their needs, includes a strong element of learning through flow activities and/or 1:1 support within the five hours of contact time between students and staff.

This means that effective teaching depends on the relationship each member of the teaching staff has with each student, and on the staffs' ability to manage behaviour with measured firmness and humour, rather than the blanket use of authority. These techniques combine to deliver consistent behaviour management throughout the day in all settings.

Conflict resolution

Conflict resolution is the verbal process through which staff address any inappropriate incident in which a student has been involved. Staff point out immediately that the student's behaviour has been disrespectful and inappropriate, and encourage them to think about what they have done, its impact on other people and any other consequences, and how they might make reparation.

Our use of conflict resolution is not an act of coercion, it is an open discussion facilitated by an objective and impartial member of staff. Our aim is not to punish but to help students to understand why they acted as they did, and that what they have done is inappropriate; we regard conflict resolution as a learning strategy. We believe punishment merely reinforces authority and does nothing to encourage students to reflect on their behaviour. We want to empower our students, not reduce and humiliate them.

If appropriate, we involve the injured party in the discussion and encourage the perpetrator to apologise to the victim.

Liaison with parents/carers and external professionals

Our work with parents and carers and with external professionals is central to supporting students to manage their behaviour. This work is co-ordinated by the SENCO.

- The staff's thorough and wide-ranging assessment of each new student enables an individualised plan to be put together to support the student from the point of admission.

- The SENCO shares appropriate information updating student's circumstances with staff at briefings and debriefings. This enables staff to tailor their support and responses to meet each student's needs.
- The school's pastoral team provides on-going support to parents and carers. This is facilitated by a weekly coffee morning, home visits, and the IOS's availability to parents and carers by phone and text.
- The SENCO attends meetings for students who are LAC, on the CP register or CIN, and liaises with external professionals. These include the Attendance officer and the School Nurses.
- The support staff provide an immediate point of contact for students who present in crisis. This may relate to an issue outside school which the Senior Welfare Practitioner or PEW will follow up.
- The SENCO refers students to CAMHS (Child and Adolescent Mental Health Services) and may refer members of their family. She also works with CAMHS to ensure that students known to the service receive the therapeutic support they need.

Exclusion

At Great Howarth exclusion from the school community is used as a last resort and for the shortest time possible; a student may be sent home in the course of the school day and return the next day. It is not a punitive measure but a planned intervention initiated by the Head Teacher or, in their absence by a member of the SLT when it is felt that it is unsafe for a student to be in school, and when other strategies have failed. It is done in the interests of a student's own health and safety, and the health and safety of others because we feel that, at that time, the school is not an appropriate environment for the student.

When a student is sent home we immediately plan how best to support them and get them back into school. If the student is to return the following day, arrangements are made to reintegrate them. This involves the student and their parent or carer attending a meeting with a member of the Senior Management Team if appropriate.

If the exclusion is for more than part of a day, we support them at home so that our work with them continues. Home visits can be made by a member of the IOS and/or teaching staff who may work with the student off-site at a library or ideas store. A reintegration meeting will be held as soon as is appropriate.

Criminal activity

If a student commits a criminal act in the school we may involve the police. We regard this as part of the process through which he/she learns about the boundaries of acceptable and respectful behaviour both inside and outside the school. If the student faces a criminal charge, we immediately put together a plan to support the student within the criminal justice system, as well as continuing to support him/her in the school and at home.

Physical Intervention

We do not use physical restraint, where possible, because it conflicts with the school's ethos which revolves around mutually respectful relationships. Displays of power would damage these relationships and be at odds with the safe and productive environment we strive to create.

This does not mean that staff never physically intervene. On the rare occasions when it is necessary, staff may block or stand in between students, and guide them away from the area.

Anti-bullying policy

At Great Howarth we actively promote a culture of awareness, tolerance and inclusion. We encourage students to welcome difference, embrace diversity and strive to provide them with a safe and supportive environment that is free from intimidation.

We regard all forms of bullying as unacceptable and always challenge them. Bullying can involve: ageism, racism, sexism, homophobia, disability, gender, gender identity, religion, lack of faith and other issues relating to identity or difference. It can happen in the school, off-site or online.

Staff are vigilant and because the school is an open community, we ensure that students feel both physically safe and comfortable to report and discuss any bullying, including cyber-bullying. We work with both perpetrators and victims and use conflict resolution when appropriate.

We also recognise that students' attitudes and aggression can be rooted in cultural influences, such as computer games and pop videos. These can inform their expectations of masculinity and how they interact with women, as well as with each other. We challenge gender-based stereotypes and encourage students to build relationships based on mutual respect.

How do we define bullying?

Threats of physical violence, assaults, verbal abuse, and any verbal attack that targets a sense of difference are all forms of bullying because they cause distress to another person or group. We discourage play-fighting and other physical games that can be a route for bullying.

Bullying can

- include:
- teasing
- humiliation
- swearing and shouting
- horseplay and play-
- fighting threats
- whispering
- inappropriate touching
- sexist, racist or homophobic remarks, or taunts relating to appearance or family circumstances
- exclusion from groups or activities
- not talking to someone because of their race, colour, religion, gender or disability
- damage to or theft of personal belongings
- cyberbullying: threats, harassment and abuse by email, text, using social networks or any other form of digital technology.

Preventative strategies

At Great Howarth we:

- Ensure that students are supervised at all times
- Raise awareness of what constitutes bullying through discussion
- Give students opportunities to talk about bullying in all forums, including tutorials
- Educate students on bullying both formally in PHSE and citizenship, and informally at break and meal times and in 1:1 discussions
- Liaise with parents
- Promote anti-oppressive practice at all times

We deal with incidents immediately. We ask students whether they understand what they are saying, and make sure that they understand why they are being hurtful and offensive and that their language/action has had a negative impact on other people. This immediacy and openness means that it is easy for our students to discuss bullying, and that acts of bullying can be contained.

Our anti-bullying stand was at the heart of the school's ethos. The building enables close supervision of students. It also means that there are no unsupervised spaces that could promote bullying.

Risk assessment

Safety is always our prime consideration: neither pupils nor staff must be placed in situations that expose them to an unacceptable level of risk. For this reason risk assessment is embedded into school practice. We constantly monitor and assess our students' behaviour and our responses to them, ensuring that they

have appropriate levels of supervision and striving to find the most effective ways to reduce and manage potential risk.

If a student becomes angry and leaves the site alone, a member of staff will follow at a distance and at no more than a brisk walking space; running after them could jeopardise the student's safety. This enables us to supervise the student until they have calmed down and are able to return.

We simultaneously operate a policy of inclusion. To maximize our students' learning opportunities we manage potential risk so that we can involve them in educational opportunities that could otherwise be closed to them. The process for students to take part in educational visits is one of continued risk assessment and involves careful planning.

Students are involved in their own risk assessments, which we call Safety Plans. This is to empower them and to enable them to learn strategies to keep themselves safe when they are off site. Risk assessment can involve all stakeholders.

If we become aware that a student is at risk because of issues outside the school, we follow Rochdale's safeguarding procedure.

Problematic sexual behaviour that requires intervention

All staff working at Great Howarth High School have a responsibility to respond to behaviour that could be considered sexually inappropriate in a public place. Staff have received in house training (Sept 2018) to assess and signpost students showing sexual behaviour. Staff challenge any unacceptable or harmful behaviour and take the following steps:

- Stop the behaviour – remove the student away from others to speak with them.
- Describe the behaviour - to avoid any misunderstandings.
- Point out the impact on others.
- Remind student of the norm.
- Report the incident to a member of the Senior Management Team.
- Record the incident on the IRIS system.

Complete AIM checklist assessment and formulate RAMP (Risk assessment management plan) if appropriate. If they meet threshold refer for full AIMS assessment.

Monitoring and reviewing

We are always striving to maximise the support we give to our students and to define new, creative ways to engage them. We review students' progress constantly and this policy is reviewed as frequently as is necessary to incorporate new practice. It meets statutory obligations as defined in the *Education and Inspection Act 2006*.