



Dated: February 2023

Review Date: February 2024

Whilst producing this policy we have taken the following legislation into account:

Section 93 part 7 of the Education and Inspections Act 2006

Section 89 of The Education and Inspections Act 2006

Independent Schools Standards Regulations (Schedule 1 part 3 paragraph 9)

Section 5 of the Education Act 2011

Behaviour Policy

This policy clearly establishes the expected behaviours of students and staff. All staff at Manorway Independent School has the power to discipline pupils for breaches of the school rules, failure to follow instructions and unacceptable behaviour.

Aims:

The main aim of Manorway Independent School is to work in partnership with schools; LA's and parents/carers to achieve positive outcomes for pupils with SEN.

To achieve this staff at Manorway Independent School will:

- Provide a positive experience of education for those who have been permanently excluded, or are at risk of being permanently excluded from school and cannot maintain a fulltime mainstream placement.
- Promote a safe, healthy, social and emotional learning environment and experience for all pupils.
- Offer a curriculum that enables all students to become successful learners and to enjoy learning, making progress and achieve.
- Assist students in gaining skills and knowledge to enable them to make positive contributions to society and to prepare students for the next step in their economic wellbeing. We will support students by offering a nurturing environment with pastoral care.

Behaviour management:

Staff have a common understanding of behaviour management practices at the classroom level and the "duty of care" level and take active responsibility for management and discipline. All staff must set clear boundaries, rights, responsibilities, and rules.

We have developed core rights, which are the foundations and reference for staff leadership. Whenever a member of staff addresses undesirable behaviour they do so from these rights. The core rights are fundamental and apply to all members of Manorway, staff and students.

Core Rights:

We all have the right to:

- Feel safe
- Learn
- Be treated with respect
- Work in a pleasant environment
- Be heard

With rights go responsibilities, which apply to staff and students.

We all have a responsibility to:

- Keep the school a safe place
- Allow each other to learn
- Treat each other with respect
- Keep the school a pleasant place
- Listen to each other

When staff are dealing with undesirable behaviour reference should be made to which rule has been broken.

Consequences:

Staff at Manorway believe that motivating students to behave in socially acceptable ways is crucial. An immediate consequence provides feedback to the student. Therefore, Manorway will offer rewards that encourage positive behaviour and sanctions that discourage negative behaviour.

Reflecting on a student's achievements will enable them to recognise their progress and build their self-esteem. Where possible staff will employ logical consequences in direct response to the student's behaviour. This approach will keep the link between the student's behaviour and the appropriate consequence. We believe in a consistent framework which has a balance between encouraging good behaviour and correcting undesirable behaviour.

We monitor student behaviour throughout the day, using a monitoring form that allows us to place a simple tick or a cross to represent their behaviour. Students are encouraged to look at their monitoring sheet throughout the day, as this provides them with a clear understanding of how their behaviour is being monitored by their teachers. Students are given this form to take home daily, as we believe that it is important for parents/carers to receive daily feedback relating to their child's behaviour. Copies are kept by the school and these records are then used in reviews.

Rewards:

A reward is positive feedback given to students. A reward will reinforce, encourage, and motivate future positive behaviours in the student. At all times staff at Manorway Independent School seek to encourage students. Encouragement includes any action that conveys to the student that staff respect, trust, and believe in their value as a person.

Staff strive to consistently reward students who are working and behaving appropriately. There are many rewards available, and some are listed below.

- Certificates
- Contact with parents/carers (letter home /post cards/phone call home)
- Display of work
- Stickers
- Head teacher Awards
- Gift Vouchers

Staff need to be aware of individuals when using rewards. Some student tends to value intrinsic rewards such as praise, or recognition and others tend to value extrinsic rewards such as tokens. The test for giving out rewards is “does it help to meet our aims?” If the answer is yes, then the reward is appropriate.

Manorway Independent School has three main systems for rewarding pupils for their good behaviour. These are:

- **Short term rewards:** Daily Golden Time, each pupil has 15 minutes activity time at the end of each day to enjoy a variety of pastimes. A student may lose this time in one-minute blocks because of negative behaviour.

- **Medium term rewards:** Every Friday if students are able to get at least 30 behaviour ticks in a week, they are able to choose something from the treasure chest.

Long term rewards: Half-term Unit trips or Excursions- the ticks gained each week from their monitoring forms are recorded. Two weeks before the end of each half term a target is set for a reward trip.

At the end of each term, all bonus ticks are counted for every 50 bonus ticks a student is given a £5.00 gift voucher.

The ticks are averaged, and the student is then given a target number based on this average. If the student meets or exceeds this target they can participate in the trip.

Sanctions:

Sanctions promote positive behaviour by linking a student’s negative behaviour with a logical consequence. We encourage students to take ownership of their behaviour by providing them with the opportunity to make considered choices. The imposition of a sanction will occur when a student chooses to follow a negative line of behaviour. The purpose of the sanction is to support the process of making good choices.

When imposing a sanction, staff will consider the following:

- Is the sanction a logical consequence of the behaviour?
- Is the sanction consistent with the behaviour policy?
- Does the student understand the reason why they are being sanctioned?
- Is the sanction fair and reasonable?

A key principle of effective sanctions is certainty not severity. This means that staff will follow up and follow through decisions, whilst taking care not to impose overly severe sanctions. It is important that pupils are always given the opportunity to change their behaviour and to put right what they have done. To support this process a variety of sanctions are available.

List of sanctions:

- Loss of a minute of Golden Time
- Restriction of activity
- Rewards being delayed (but not removed completely)
- Time out of class for a fixed period
- Period of isolation
- Detention: either at the end of the lesson (e.g., lunchtime or break time) or outside school hours. (As recorded in Section 5 of the 2011 Education Act – the detention will be communicated to the pupil.

The parent will be informed of any detention after school hours, but it should be noted that under the act parental consent is not required although Manorway Independent School will always seek it. Under the same Act, students require no notice of lunchtime or break time detentions although provision will be made to ensure a student gets time to eat and make themselves comfortable.)

Confirmation of a banned item is a course that will be followed. The item will be returned to the student at the end of the day or to the child's parent/guardian in certain situations (e.g. tobacco, lighter, mobile phones etc) and will be signed for.

The Head teacher or an appointed staff will have the authority and statutory power to search pupils or their possession without consent if a pupil is suspected of possessing prohibited items e.g. stolen items, weapons, alcohol, etc. Staff will seize these items and return only under circumstances described above.

When a sanction is imposed:

- Parent/carer will be contacted.
- Invite parent/carer to discuss matters at Manorway Independent School.

Dependent on the nature of the sanctions, we may also:

- seek reimbursement for any damaged property.
 - In extreme circumstances a student may require restraining by members of staff.
- At Manorway Independent School the use of restraint is kept to a minimum, and if done it will be clearly recorded and parents informed.
- Under section 93, part 7 of Educational Inspection Act 2006 restraint can be used to:
- Stop an offence being committed.
 - Prevent a personal injury or property being damaged.
 - Stop behaviour prejudicing the maintenance of good order and discipline.

The force will be reasonable, necessary, and proportionate and as a last resort:

- For an incident involving more serious misbehaviour, Manorway Independent School may impose professional counselling.
- In extreme cases, a staff member has the right to ask for Police intervention. Staff may delay consequences, if support is required from colleagues to implement sanctions.

Any special needs of a student will be taken into account when applying any of the sanction mentioned above. Their teacher can explain procedures to them before or after an incident.

At Manorway Independent School incidents are thought about as levels 1, 2 or 3.

Level 1 (Low) **Level 2** (Medium) **Level 3** (High).

Low level: offences that involve breaking of the school rules that results in low level consequences, such as short periods of time owed, staying back after class, cleaning or tidying up, withdrawal of privilege etc Examples of behaviour:

- Deliberate swearing
- Walking out of the classroom
- Destroying own work

Medium level: offences that involve breaking of the school rules that results in medium level consequences, such as longer time owed, time out, isolation for part of a lesson, withdrawal from lesson etc Examples of behaviour:

- Frequent occurrence of low level incidents
- Swearing directed at someone
- Refusal to leave when directed to have informal time out

High level: offences that involve breaking the school rules that results in high level consequences: isolation, contact of parent/carer, referring to professional counselling/internal exclusion. Examples of behaviour:

- Frequent occurrence of medium level incidents
- Refusal to leave with staff on call
- Deliberate verbal or physical assault
- Deliberate damage to property

In classroom situations support staff and/or staff not in class at that time would generally be called upon for level two or three incidents. The mentor will review level 2 and level 3 incidents with the student during the weekly review and target setting or this will be done during their weekly 'one to one' time if appropriate.