



TotalTuition



ROSEWOOD
INDEPENDENT SCHOOL

Rosewood Independent School is a trading name of Total Tuition Limited.

This policy covers all students at Total Tuition Alternative Provision and Rosewood Independent School.

Behaviour Policy

This policy should be read in conjunction with the following:

Personal, Social, Health and Economic Education Policy
Behaviour Principles
Serious Behaviour Incident Procedure

1. Mission Statement

At Total Tuition Alternative Provision / Rosewood Independent School , we believe that positive behaviour, both in terms of attitudes to learning and personal conduct and relationships, is a crucial underpinning for learning and success.

1.1 Aims and Values

Total Tuition Alternative Provision / Rosewood Independent School aims to provide a balanced, creative education in a stimulating, safe environment through which children maximise their talents and abilities, develop pride in their achievement and feel happy, confident and secure.

We believe in educating the whole child and preparing them to take an active role as a local, national and global citizen. To achieve this, our values: 'Believe, Achieve, Succeed', are explored and embedded in all aspects of centre life.

1.2 Behaviour Principles

The Behaviour Principles have been agreed by the Centre Director to underpin this Behaviour Policy. They support the centre's core values, as outlined above.

1.3 Total Tuition Alternative Provision / Rosewood Independent School Values

The centre's core values form the basis of how we live and work within the centre and beyond by providing, in effect, a 'code of conduct', and supporting the centre's positive approach to behaviour management. The Total Tuition Alternative Provision / Rosewood Independent School Values words are clearly displayed around the centre, and are the focus of PSHE lessons throughout the year.

2. Classroom Management

Good classroom management ensures that a positive social learning environment is set up and maintained, enabling children to make the most of learning opportunities. Centre staff recognise that children who are not feeling safe and secure are unable to learn effectively.

Clear and consistent expectations in terms of behaviour and attitudes towards learning are set in each group across the centre. Rules are expressed in positive language, and appropriate routines are established and maintained. When talking about behaviour, references are made to the Total Tuition Alternative Provision / Rosewood Independent School Values and how they should affect our behaviour in all areas of centre and homeschool life.

3. Teaching Positive Behaviour

We promote an understanding of one another through teaching and modelling the attitudes, values and respect that we expect members of our community to show one another. Appropriate behaviour and attitudes towards learning are modelled by adults and are specifically taught through the Personal, Social, Health and Economic Education (PSHE) curriculum. Total Tuition Alternative Provision / Rosewood Independent School teaches a curriculum appropriate to both age and social experience. Time in the Early Years is devoted to teaching appropriate behaviours and social conventions as part of the children's Personal, Social and Emotional Development. End of day celebrations are also used to promote and praise positive behaviours and specifically relate them to the Total Tuition Alternative Provision / Rosewood Independent School Values.

4. Praise, Rewards and Sanctions

It is important that achievement and good behaviour are praised and rewarded. We believe the consistent and regular use of praise and rewards, to be a very important feature of our centre and of good behaviour management. Our experience shows that this positive approach reduces the need for sanctions. Across both sites, we encourage children to understand and regulate their own emotions.

Children within the Primary section of the school use Class Dojo as a way of collecting positive behaviour points towards awards provided at the end of each half term. Class Dojo allows children to collect points and also for points to be removed as a sanction for negative behaviour.

All staff from September 2019 will undergo formal training in Positive Handling, Understanding Challenging Behaviour, ACES (Adverse Childhood Experiences), Child Trauma, and De-escalation as part of a training programme to support the centre as a Trauma-Informed Practice.

4.1 Praise

High levels of praise are especially important when establishing routines and expectations. Intermittent praise is valuable in maintaining them. Praise is a simple strategy which is extremely effective providing the adult applies it consistently, giving explicit, rather than general, praise that is genuinely deserved.

We believe the purpose of praise and encouragement to be:

- Valuing and accepting children as they are, not putting conditions on acceptance;
- Pointing out the positive aspects of behaviour;

- Showing faith in children so that they can come to believe in themselves, thereby raising their self-esteem and confidence;
- Recognising effort and improvement as well as achievement;
- Showing appreciation for contributions.

In developing an environment in which praise is used regularly we also provide a role model to the children, and encourage high standards. By praising not only our pupils but also one another, we encourage an atmosphere in which all members of the Centre Community give and receive praise and encouragement, and feel valued.

4.2 Rewards

Rewards are used to praise general good behaviour, specific improvements in behaviour and/or positive attitudes towards learning. They are also given to acknowledge personal achievements within an activity or piece of work. These rewards include prizes, stickers, reward points, and certificates.

Rewards may also be used for a group of children or may include special events chosen by the children themselves. Children who demonstrate the Total Tuition Alternative Provision / Rosewood Independent School Values are also recognised in centre celebrations where they are nominated by their peers and/or by adult members of the Centre Community.

Details of the reward systems used are available in the Behaviour Principles document.

4.3 Sanctions

Sanctions are used for the following reasons:

- To enforce appropriate behaviours;
- To increase awareness of what is not acceptable behaviour;
- To highlight unacceptable behaviour;
- To clarify boundaries for individuals and groups;
- To provide a future deterrent.

Sanctions must, to some extent, depend on knowledge of the child, particularly those with identified emotional and behavioural difficulties. Incidents are monitored and followed up by staff in the first instance, and reported to senior members of staff and homeschools where necessary.

An action, or lack of action is unacceptable if it

- Inhibits the learning processes of self or others;
- Causes physical harm to self or others, or puts self or others in danger of harm;
- Causes distress to another;
- Causes damage to the environment or the property of others.

A child's homeschool is informed of any patterns of unacceptable behaviour or a serious incident, as perpetrator or victim.

Depending on the nature of the incident the following sanctions may be used:

- Loss of free time
- Managed time out of class

- Managed time out in class
- Sent to senior member of staff
- No movement on reward schemes
- Where appropriate, the child may be asked not to attend special events, in consultation with homeschool and/or parents
- Working in isolation (with tutor support/monitoring)
- In case of serious incident, there will be consultation with the homeschool and/or local authority, and the child may be asked to leave the centre.

In the event of vandalism or deliberate damage to equipment or property, Total Tuition Alternative Provision / Rosewood Independent School is entitled to ask the homeschool or parent to seek compensation to pay for the damage.

We recognise the importance of a positive and productive relationship with the parents/guardians of children in our centre. We will regularly update the homeschool/ local authority/ and/or parents/guardians as necessary of both achievements and any concerns that may arise.

4.4. Behaviour Review in Secondary

To support Secondary students with taking responsibility for their own behaviour, Behaviour Reviews can be used following incidents of persistent disruptive behaviour, using rude or inappropriate language, refusing to follow instruction, acting intimidating or threatening, or leaving the site/teaching areas without permission or supervision.

A Behaviour Review form is given to the student. During the period of review, the student will not have access to the pool table or tuck shop during break times. Furthermore, any Y10 or Y11 student with permission to leave site will be unable to do so during the period of review.

A child must receive a minimum of 3x Green (positive) reports from their sessions to release them from Behaviour Review, and the Review continues following any period of absence. A child can stay on Behaviour Review as long as required to reach 3x Green reports.

If a child is on Behaviour Review for a total of more than 8 sessions, a formal Behaviour Meeting will be requested with the student, their parent/carer, and their referring party (homeschool or inclusion team). This meeting will consider the long-term suitability of the Total Tuition Alternative Provision / Rosewood Independent School placement.

5. Inclusion

There are high expectations on all children at Total Tuition Alternative Provision / Rosewood Independent School in terms of behaviour and attitudes towards learning. However, all children are treated as individuals and staff use their professional judgement when dealing with children who find regulating their own behaviour difficult, so as to allow them to participate and work within achievable boundaries. Reasonable adjustments are made when issuing sanctions to children with emotional and behavioural needs in accordance with the centre's Special Educational Needs and Disability Policy.

When making a plan to tackle the behaviour of an individual child we focus on one or two aspects of the child's behaviour where we wish to see changes and set small step targets. Small step targets are more easily attained and, when these are clearly defined, all adults who come into contact with the child can praise the child consistently for their efforts and achievements. Rewards may be negotiated with the child and their parent so as to be of value to the individual concerned.

In some cases, the advice of outside agencies is sought to help the centre in planning interventions to support the child in improving their behaviour. This may be for children who display continuous disruptive behaviour or those who have difficulties with their social skills or anger management. See the Special Educational Needs and Disability Policy for such referral procedures.

6. Positive Handling

Total Tuition Alternative Provision / Rosewood Independent School is registered with the Restraint Reduction Network.

Positive handling is defined as the positive application of force with the intention of protecting the child from harming themselves or others or seriously damaging property. Positive handling strategies should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm themselves or others. Such strategies are only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour and the child, other children, or staff are deemed at risk.

Staff at Total Tuition Alternative Provision / Rosewood Independent School recognise that the use of reasonable force is only one of the strategies available to secure pupil safety and well-being and maintain good order and discipline and that it must only be used in appropriate circumstances. The use of positive handling should be necessary and proportionate.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used.

All staff will undergo Positive Handling training within their first six months of employment.

Further details of the use of positive handling are available in the Positive Handling Policy.

7. Searching and Confiscation

In accordance with Education Act 1996 and Article 8 of the European Convention on Human Rights, school staff can search a pupil for any item if the child agrees. We will also search pupils or their possessions, without consent, should we have reasonable grounds for suspecting the pupil has a prohibited item. Total Tuition Alternative Provision / Rosewood Independent School staff will seize any prohibited item that they consider harmful or detrimental to school discipline.

Staff also have the right to confiscate an item that is not prohibited but is being used inappropriately. This item may be returned to the child at the end of the day or directly to the child's parent if there are particular concerns.

8. Anti-Bullying and Racial Incidents

We believe that bullying of any form is unacceptable and damaging to individuals. We therefore do all we can to prevent it within our centre and, if it occurs, to deal consistently, fairly and effectively with all parties involved to prevent repetition. We show support to individuals and record the action taken and the names of those involved.

For details on bullying behaviour and the school procedures on promoting anti-bullying, please see the Anti-bullying Policy.

Racial discrimination or abuse is not tolerated at Total Tuition Alternative Provision / Rosewood Independent School . All incidents of such behaviour are reported directly to the Centre Director. Time is taken to support the victim and enable the perpetrator to understand the impact of their actions. In some cases, a racial comment may not have been made to be intentionally harmful and again time is taken to allow the child to understand why such comments are not appropriate.

All incidents of racial discrimination will be reported to the child's homeschool/ local authority/ and/or parents/guardians.

All bullying incidents will be recorded and monitored on the Bullying Log.

9. Health and Safety and Safeguarding

The safety and wellbeing of children at Total Tuition Alternative Provision / Rosewood Independent School is of the utmost importance. Therefore children are taught to conduct themselves in ways which enable them to keep themselves, and others, safe. This guidance is not just limited to behaviours within the centre and homeschool but also how to stay safe outside the centre gates (e.g. road safety) and when using technology such as the Internet.

On occasion, a child's behaviour may give cause for particular concern, suggesting a possible safeguarding issue. Staff have been trained to be alert to behaviours that may indicate some form of abuse or neglect.

Staff receive Safeguarding training on an annual basis. The Total Tuition Alternative Provision / Rosewood Independent School Centre Director is trained in Safer Recruitment. Staff are reminded of safeguarding as a priority in regular staff meetings.

For further details, see Safeguarding and Child Protection Policy, Health and Safety Policy and Procedures and E-Safety Policy.

10. Discipline Beyond the Centre Gate

When off the centre premises on an educational visit and under the responsibility of a centre member of staff, children are expected to behave in the same manner as they would in the centre. The same centre rewards and sanctions apply. A detailed risk assessment will take place for any off-site visit.

11. Staff Development and Support

All staff within the centre are expected to demonstrate high standards of personal and professional conduct, adhering to Part Two of the Teachers' Standards and the centre Code of Conduct. As a result all staff members act as positive role models for children in terms of personal behaviour and attitudes towards learning.

Should a member of staff need guidance with managing an individual or group of children's behaviour, the Centre Director will offer support and mentoring to enable him/her to develop the skills needed. Training through the borough or outside providers can also be used to develop teacher's behaviour management skills.

In an instance where a member of staff is accused of misconduct they will be supported from the Centre Director, and may seek support from their own professional association or trade union.

12. Roles and Responsibilities

12.1 Centre Director

The role of the Centre Director is to:

- Implement and monitor the Behaviour Policy on a day-to-day basis in accordance with the agreed procedures;
- Ensure everyone within the Centre Community has access to this Policy and is aware of their responsibilities;

- Ensure that there are appropriate resources and training for the implementation of the Policy within the context of whole school development planning;
- Make arrangements for review of this policy on an annual basis;
- Provide support and advice to colleagues;
- Ensure appropriate targets are set and reviewed on children's support/educational plans;
- Refer more serious cases to appropriate bodies for advice and assessment;
- Report racial incidents or serious behavioural incidents to the child's homeschool/ local authority/ and/or parents/guardians.
- Ensure effective communication is maintained with the child's homeschool/ local authority/ and/or parents/guardians.

12.2 All staff

The role of all staff is to:

- Act as positive role models for children and staff in terms of personal behaviour and line management of staff;
- Implement and monitor the Behaviour Policy on a day-to-day basis in accordance with the agreed procedures;
- Monitor the behaviour of the children within their groups and inform the Centre Director of serious issues or concerns about individuals;
- Ensure they are familiar with this Policy and its aims;
- Keep accurate, non-judgemental records of incidents;
- Provide a positive role model by observing the Total Tuition Alternative Provision / Rosewood Independent School Values and Principles within this Policy;
- Adhere to the Code of Conduct.
- Adhere to the centre's policies and procedures.

12.3 Teachers

The role of teachers are to:

- Create a safe and secure learning environment where positive behaviour is modelled and praised;
- Ensure an accurate and up-to-date record of safeguarding and behavioural incidents;
- Record and report all safeguarding, behavioural, or racial incidences in accordance with centre policy and procedures;
- Ensure all rewards and sanctions issued by member of the Total Tuition Alternative Provision / Rosewood Independent School team are acknowledged and/or carried out.
- Where appropriate, maintain the ethos of the Teacher's Standards.

12.4 Parents

The role of parents is to:

- Support the centre's agreed policies and guidelines on behaviour;
- Tell the child's homeschool of any concerns or problems which might affect their child/ren's work or well-being;
- Play their part in developing a sense of community leading to respect for each other.

12.5 Children

The role of children is to:

- Do their very best at centre and homeschool work and help others do the same;
- Take responsibility for their work and active participation;
- Respect the property of the centre and that of other people;
- Follow centre Code of Conduct;
- Respect other peoples' beliefs, values and views, even when they differ significantly from their own;
- Respect adults and respond positively to what they say;
- Be polite, helpful and caring towards others in our centre community.

13. Policy Review

This Policy will be reviewed on an annual basis.

Policy:

Jennifer Wood, Centre Director

Created: August 2018

Reviewed: July 2019. Reviewed: October 2020 Janice Woods, Headteacher

Next review October 2021

APPENDIX

Our students are **all vulnerable learners** and in line with the ethos of the centre, the approach to behaviour management **must be a trauma-informed approach**. This means that patience and calm is often required, and time and consideration given to consider **why** a behaviour is occurring when considering appropriate strategies to manage it. Many Total Tuition Alternative Provision / Rosewood Independent School students have heightened emotional responses and are unable to regulate their own behaviours or actions without support. Over-reacting or presenting as 'angry' or 'strict' has a high risk of triggering an emotional response in our students, and must be avoided as much as possible.

Definitions

Note that these definitions are not exhaustive and can be subjective.

Low Level Disruption

Low level disruption can interrupt learning and prove an irritation and distraction to teaching. We classify low level disruption as those behaviours which are not overly confrontational or challenging, but which interrupt the teaching and learning environment, such as:

- Late arrival
- Chattering or whispering
- Daydreaming
- Lack of correct equipment
- Out of seat
- Continuous questioning
- Tapping
- Fidgeting
- Eating