



## **Farney Close School Statement on Behaviour and Discipline**

### **The school's statement on reward, measures of control and discipline.**

We expect all members of staff to build positive relationships with young people at the school. The aim is to help them grow and develop, to help them realise when their own behaviour is unacceptable and to develop strategies to prevent such behaviour. To succeed, we apply rewards and sanctions consistently and fairly. Any inconsistency in this approach will inevitably cause problems and may create resentment in working relationships.

### **What should members of staff do when they see appropriate behaviour?**

When the young people in our care show acceptable behaviour, staff should respond in a positive way by rewarding or congratulating it.

### **How should members of staff respond when they see inappropriate behaviour?**

Every member of staff is responsible for addressing inappropriate behaviour at all times. Where necessary, they should impose a sanction that's applicable and appropriate. Sanctions applied should consider the young person's age, understanding and individual needs. For example, the young person may be reacting to being bullied, feeling unwell, troubled about issues at home, or have other concerns that may have influenced their behaviour. Whenever a member of staff encounters racism or any other type of discriminatory behaviour, they must challenge it immediately, take appropriate action and apply a suitable sanction. The

incident must also be recorded and reported to a Senior Manager. If young people display persistent poor behaviour in the classroom, or behaviour which is dangerous or aggressive, then the teacher must call for other members of staff to help with the situation. If necessary, the young person should be taken to the support room or to another office until they are able to re-join the school day. If a pupil is withdrawn from class for any reason, the senior manager and the Day Duty Coordinator must be informed.

### **What sanctions may be used?**

The only sanctions that may be used in school must be taken from the “Appropriate Sanctions” list, which is attached to this document. A copy of the “Prohibited Sanctions” is also attached. No other sanctions may be used unless the Head has approved them (or a Senior Manager in the Head’s absence). Any reward or sanction applied will reflect the aims and ethos of the school.

### **Are the rewards and sanctions given in the school day different to those given in social time?**

As the school has a 24-hour curriculum, we have various ways of rewarding pupils and a range of control and discipline measures. To reflect this, the school day has a behaviour management system that’s based on points. For further information on this please refer to “**Behaviour Management during the School Day**”. During social time, each house organises its own behaviour management system according to its age group and expectations. This may involve small weekly rewards to be earned and bigger long-term prizes such as visits or gift vouchers.

### **Is it appropriate to sanction groups of young people?**

A group must never be sanctioned as a means of applying peer pressure on an individual. However, there may be times when a group of young people are behaving in a negative way together and it would be appropriate to sanction them in the same way.

### **Does the school authorise young people to sanction other young people?**

No, never.

## **How does the school record the sanctions that are given?**

We record all sanctions applied during the school day in the Main Log and on School Pod. All points gained during the school day are recorded and any young person who earns detention is entered in the Detention Register.

Any complaints of bullying are also entered onto School Pod and then recorded in the Anti-bullying file, which is kept in the Head's office. The information we record includes any actions taken for each referral.

Each House has a Sanction Log which records the following details about the incident:

- Name of young person
- Date and location
- Details of inappropriate behaviour
- Sanction applied
- Staff member who administered sanction
- Names of others present
- Effectiveness and consequence of sanction
- Signature of adult and where possible young person.

## **How do the young people know what sanctions can and cannot be applied?**

We give copies of the "Appropriate Sanctions" and "Prohibited Sanctions" to all new parents/carers and to the young people in the "New Pupils Introduction Book". Young people can read through this before they decide whether to accept a place at our school. The same information is also displayed on each House unit.

## **What do young people do if they are unhappy about a sanction that has been applied?**

Our staff will always make time to listen to a young person's views and to explain to them why the sanction was applied. However, if they remain unhappy about an issue, they can follow the procedure set out in the "Worries and Complaints" sheet, which is included in the "New Pupils Introduction Book" and is displayed on each House Unit and classroom.

### **How do the staff know which sanctions are relevant to apply to particular behaviours?**

Our Induction Programme for new staff covers Appropriate and Prohibited sanctions on the Houses, in the classroom and on transport. The subject is also regularly reviewed in the Child Care and Teachers meetings to make sure we're applying a consistent approach. These meetings look at whole school issues as well as problems relating to individuals or groups that are causing particular concern.

### **What happens when young people put themselves in a position where physical intervention is necessary?**

The school uses the Team Teach approach for all positive handling incidents. All incidents are recorded on School Pod. Pupils and adults have a post incident discussion. A copy of the advice and other extensive guidance on Positive Handling can be found in the school's Care and Control policy.

### **What guidance is given to young people and members of staff on Measures of Control and Discipline in the school?**

The documents attached are copies of advice and guidance to staff and young people at the school.

These documents can be found in our PPP, in new pupils' packs and displayed on the Houses.

### **Behaviour Management during the school day.**

We approach pupil management in a deliberately positive way, with the emphasis on rewarding positive effort and appropriate behaviour.

We deal with inappropriate and anti-social behaviour in a low-key way, resulting in as little negative attention as possible.

### **Is there a behaviour system in place during the school day?**

Yes. There's a daily system that supports positive behaviour during the school day which works as follows:

On a Monday and a Wednesday, young people can earn a maximum of 30 points per day; 2 points for the Tutor period, 1 point for each break, 5 points for each of the five lessons.

On a Tuesday and Thursday, they can earn an extra 3 points for progress units, bringing the day's possible points total to 33.

On a Friday the total possible points are 18 (Tutor, 3 lessons and morning break). School closes after lunch each Friday.

### **Class Points**

5 points can be awarded for each lesson.

Points are awarded as follows:

- a) Appropriate arrival at lesson, remaining seated and appropriate departure = 1 point.
- b) Satisfactory on-task work and effort = 2 points
- c) Respecting others' rights to learn and to be safe = 1 point.
- d) Appropriate attitude to staff = 1 point.

### **Break Points**

Young people can also earn points at break times: **1** for morning break, **1** for lunch break and **1** for afternoon break. These points are awarded for appropriate behaviour and interaction between pupils and towards adults, and lining up promptly. Play fighting and being out of bounds is not acceptable.

### **Tutor Points**

Points are awarded for appropriate interaction, a positive contribution to the group and for making a generally good start to the day.

### **Pupils who score 22 points or less.**

Pupils who score:

- 22 points and under on a Monday and a Wednesday
- 24 and under on a Tuesday and a Friday
- 13 and under on a Friday

are given are a detention at the end of the school day. Detention lasts at least 15 minutes. Further time is added, depending on the number of points scored (5 minutes for every point the pupil is under). Please see our Detention Policy for more details.

## **POINTS AND REWARDS**

### **Year 11**

Every pupil gets 5 pence for every point they earn. The total earnings are added up and distributed as pupils leave school on a Thursday to attend work experience at home on Fridays. The week's points are totalled Thursday-to-Thursday. Pupils can choose to save the money and gain interest on their 'investment' of 10%. This is given out at the end of each half term.

### **Year 10**

The same principle applies except that young people gain 4 pence per point and are paid on a Friday (unless they are savers).

### **Year 9**

These pupils also collect their pocket money on a Friday (unless they are savers) and earn 3 pence per point.

### **Years 7 and 8.**

Both of these year groups can earn 2 pence per point, and as with year 9 and 10, collect their pocket money on a Friday (unless they are savers).

Pupils who gain full points get a bonus of £4 for each week. We present this at the end of each term in the form of a voucher.

## **SUBJECT AWARDS**

We award Certificates of Achievement in all curriculum subject areas, for satisfactory work and effort.

We present Certificates in assembly on a weekly/daily/as and when basis.

## **MERITS**

We award Merits for any positive behaviour and attitude which isn't recognised by the day-to-day system supporting the school day or the subject awards scheme.

Paper recognition of 'Merit' - in child-specific and behaviour-specific areas - is aimed particularly at pupils who are finding it difficult to do well at any given time.

Every Merit earned will be mentioned in assembly.

When a pupil has received 10 'Merits', we award them with a token prize, such as a school pen, calculator etc. Bigger prizes are awarded at various points once further Merits have been earned.

## **CLASSROOM EXPECTATIONS**

The overall daily school points system provides a model of basic expectations between all Teachers and Classroom Assistants.

However, the criteria don't cover the type of basic expectations that all Teachers should have as good practice. As SEMH pupils tend to be reactive, some aspects of classroom management need to be standardised.

## **BEGINNING AND ENDING LESSONS**

- Pupils should enter classrooms in an orderly way. If they don't, this can get the lesson off to a bad start. If certain pupils are likely to clash, they should be directed to sit in a place where they are less likely to be antagonistic. If this isn't possible, Teachers should try to marginalise the situation by isolating pupils at various stations in the line. Teachers can also walk to the destination with pupils they know to be troublesome. This doesn't have to be in a serious supervisory way; Teachers could use the opportunity to talk about the forthcoming lesson, the weather, or anything that takes the pupil's focus away from acting inappropriately.

- Teachers and RSCWs should listen to the comments and observations made by colleagues about the moods and behaviours of the pupils they are about to teach. This can help predict problems before they happen and provide an opportunity to consider various options before they're required.
- If a pupil is being difficult at the beginning of a lesson, Teachers can ask the classroom assistant to take the pupil for some reading etc.
- If a pupil starts the lesson by saying that they want some time out, Teachers should suggest that they can have that in the room, sitting quietly at their desk and that they can begin their work when they have recovered their composure.
- Teachers should make sure that pupils are polite, using 'please' and 'thank you' as well as speaking in a reasonable and undemanding tone.
- Teachers should plan lessons so that there's enough time for pupils to leave the lesson with their books and equipment put away. The area around their desks and the classroom should be left tidy. Teachers should make sure that pupils are sat quietly, ready to leave. When pupils leave the room, they should line up at the door. Teachers should then escort the group to the break/lunch area.
- Teachers and classroom assistants need to be on time at the beginning and end of breaks to help colleagues with the transition from break to class.
- Teachers should move from the end of break as soon as possible and start the lesson on time. This sends the message that education is important, and that teachers' time is valuable.
- Teachers should not finish the lesson too early, as this often leads to trouble between bored/unoccupied children who are aimlessly waiting around.

## IN THE CLASSROOM

- To help prevent incidents among pupils, Teachers should minimise their movement around the classroom as much as possible, allowing one or two at a time to be out of their seats. Of course, this isn't always possible during practical lessons, but as a general rule, it's best that pupils request permission to move around. Having said this, Teachers should always consider the need for pupils to develop their independent learning skills, which includes the ability to obtain information/equipment around the room. This reinforces patterns of good behaviour and sends a clear message to pupils that it's the Teacher's room and not just a place where they go to for a few periods a week. Teachers should organise their room to reflect this. They will need to create set routines and designated areas of access, so that children are familiar with expectations and procedures.
- **It's important to correct all inappropriate language and behaviour.** Both the points system and the merit system can be very helpful in this case.
- Pupils aren't allowed to have electrical/battery operated equipment in class unless it's supplied as part of the lesson. If they come to class with such equipment, Teachers should confiscate it and return it at the end of the day or give it to the pupil's RSCW. If pupils continue to bring in equipment, it will be either confiscated until their next visit home or it will be sent home.
- Teachers should ensure that work is well differentiated and appropriate to the level and ability of the pupil. Without doubt, this is one of the biggest causes of frustration and can cause pupils to behave in a challenging way if it's not properly addressed.
- The first 15 mins of each lesson is vital. Teachers should use this time to make sure all pupils get the most from the lesson and create a calm atmosphere which sends the message that the Teacher is in control.
- Teachers should use Classroom Assistants wisely when they know difficulties are likely to arise. For example, at the beginning of the lesson, Teachers can place them strategically with pupils who

persistently call out for help or attention. However, it's important that this doesn't lead to quieter pupils being ignored.

**The support strategies outlined below should always be used:**

- Staff should ask pupils to speak one at a time when answering questions and show respect for each other.
- Staff should be aware that some pupils constantly demand attention and manage this appropriately.
- Staff should make sure that pupils are quiet and focussed when instructions are given out.
- Staff should emphasise the need for good manners, rewarding these where possible.
- Staff should not allow pupils to move furniture around the room. Teachers should set the room out in the way they like it. This emphasises both their ownership of the room and sends a clear message about the things they value.
- Staff should take good care of the stock handed out to pupils, making sure pupils are aware that they know exactly what has been given out and that staff regard it as their own. Staff should also expect it to be returned in good order. Once again this sends a clear message about expectations and personal values in the classroom. It also ensures that staff have the necessary equipment to do their job, making it readily available as well as cutting down on wastage.
- If a pupil is being very disruptive and a Teacher has to move rooms, he or she should (a) Inform a senior member of staff/RSCW duty person. (b) Take the class to work in the dining room/the Chapel or a spare classroom.
- Many of our pupils have poorly developed literacy skills and are likely to act-out if work is not set out for them in bite-size chunks and according to their ability. It's always useful to set out a **WORD WALL** for every programme of study. This should emphasise key

concept words that will be used and, at the same time, help spelling and word recognition.

## **MOVEMENT**

- All groups should move as a one single unit (this doesn't necessarily mean crocodile lines).
- All groups should stay close to the adult in charge, who should be able to stop the group, as a whole, at any time.

When groups come in to contact within each other, they shouldn't:

- a. Shout at each other
- b. Chase each other (Playfight)
- c. Ridicule each other
- d. Verbally abuse each other
- e. Physically abuse each other
- f. Damage property.

## **PERMITTED SANCTIONS IN THE SCHOOL DAY**

- Pupils should be allocated points according to the FIVE criteria of common expectations in the classroom.
- If pupils damage equipment, they should be charged according to the replacement cost. This information should be passed on to the Company Secretary.
- Teachers may detain a pupil during the school day at break school, lunch break and after school at 4 p.m. If Day Pupils are going to be detained after 4 p.m., the school secretary should be informed and asked to contact the taxi service. The secretary should also inform the pupil's parents, explaining why their child has been detained.

- The Support Room is available for pupils in distress or who genuinely require time out of class. The full criteria for entry to the Support Room are set out in the Support Room Guidelines.
  - The Support Room is to be used as a last resort by Teachers and not just because pupils say, "I want time out" or "I'm not working". In these cases, staff can tell the pupil to sit quietly in the classroom until they are ready to participate.
  - Staff should not allow pupils to manipulate or intimidate them. They should only refer pupils to the facility with genuine problems.
  
- If a Classroom Assistant is available in a lesson where a pupil is acting out and disrupting others, it would be appropriate for them to withdraw the pupil and do some individual work. It's important to monitor how often this happens to make sure certain pupils aren't manipulating the system.
  
- If a pupil leaves class without permission, it's the Teacher's responsibility to notify the Duty Room and then follow up the pupil and make sure that they complete any work they've missed.
  
- If a pupil damages any part of the classroom or furnishings, staff should note this on a maintenance request form, stating exactly who was responsible for the damage so they can pay the costs. The form should be counter signed by the Head teacher.

## **REWARDS AND REINFORCEMENTS**

### **Staff should:**

- Talk about consequences, right and wrong decision-making.
  
- Remember the power of public praise.

- Try to resolve any conflicts before they move to the next lesson. If that's not possible, they should ask for support from other day duty staff.
- Use the Merit System to support their work and try not to devalue it by using it too often.
- Try to tailor rewards to individuals as much as possible. If necessary, staff should negotiate/consult with the pupils about what reward they might like. This reinforces the personal aspects of the relationship with the pupil.
- Allow pupils to show the work they are proud of to senior management if they wish, but at an appropriate time.
- Display good work whenever possible and update display work at least once a term.
- Make positive comments on pupils' work when marking where possible.

## **DO NOT**

### **Staff should not:**

- Publicly berate/criticise a pupil if possible.
- Shout at a pupil if they begin to argue – this only leads to an escalation of the situation.
- Threaten a sanction they are unable or unwilling to carry out. This only leads to the loss of personal credibility.
- Rescind a sanction. If difficulties arise, staff should ask for support.

## **DO**

### **Staff should:**

- Read this policy fully and ask questions if they are unsure of ANYTHING.
- Impress on pupils the idea of completing a task, i.e. Start and Finish. This should apply to work and behaviour.
- Talk to pupils to resolve a conflict after the situation has cooled down.
- Be persistent in following up problems/issues, so that they aren't carried over to later lessons.
- Remember that all pupils have a right to the National Curriculum; therefore, differentiation is their right and is frequently the road to successful lessons and relationships.
- Treat pupils with respect and try not to hold a grudge after an incident. Confrontation is not usually aimed specifically at a person. It's often an expression of inner emotional turmoil, frustration or an entrenched behavioural pattern.
- Leave a "way out" for themselves and the pupils when confrontations happen. Staff should use de-escalation strategies, where neither party involved is seen as a loser. If this unavoidable or impractical, staff should make sure that they have support/assistance at hand if the situation escalates.

## **REMEMBER**

- Consistency, repetition and routine, are fundamental aspects of behaviour management.
- The more all members of staff operate from similar baseline expectations, the more receptive pupils will be.
- Observation, timely intervention and a sense of humour frequently make life easier for staff and pupils.

- Pupils who frequently have few internal boundaries need structure to be brought into their lives to operate in groups. Staff therefore need to set clear structures. Although they may resent them initially, pupils will quickly adapt if they are fair and evenly applied to all. For many pupils, a lack of structure brings uncertainty. Structures and boundaries help them to predict situations and bring a sense of security.
- Any member of staff who does not use the expectations outlined in the policy above is undermining the Behaviour Management Policy, and their colleagues, making everyone's job more difficult than it need be.

*Behaviour Policy updated July 2018*

## Farney Close School

### Permitted Sanctions in Social Time



- Time out in room for a stated period of time
- Required to stay on 'House' for some, or all, of the evening
- Earlier bed times for any disturbance after 'settle' time
- Verbal reprimand
- Stopped from using school transport for set time period
- Reparation for any deliberate damage to property to be deducted at a weekly rate from pocket money. This should not be more than two thirds of the weekly pocket money
- Timed ban from any social activity
- Loss of privileges [e.g. mid-week video/late night]
- Time out with Duty Manager if attitude and behaviour are totally unacceptable
- Re-educative work to address issues of discrimination

All sanctions applied are to be relevant to the unacceptable behaviour i.e. poor behaviour on a trip out of school will mean for you can go out on trips for a set time.

# Farney Close School

## Residential Social Care Workers'

### Expectations of Young People's Behaviour

**RSCWs are to ensure that our young people:**



- Follow individual house routines
- Wear appropriate clothing:
  - Social clothes during evenings (No vest tops)
  - School uniform (including school shoes) during the day
- Learn and use correct table manners in the Dining Room
- Arrive at and sit quietly in meetings
- Always show respect to each other, adults and property
- Do not show discrimination towards peers or adults regarding others' race, religion, culture or gender at any time
- Carry out any reasonable requests when asked by staff
- Refrain from spitting, using abusive language, sexual or racist remarks
- Behave correctly in school transport and while out in public
- Refrain from bringing solvents, drugs, alcohol on to the school site ever
- Comply with the No Smoking policy within the school building
- Hand in their mobile phones on Monday mornings
- Are proactive and make the most of their time at school.

## **Farney Close School Expectations of Behaviour on School Transport**



**It's your responsibility to behave in a way that does not risk the safety of any other person when travelling in a school vehicle.**

- You are not allowed to eat or drink in a school vehicle. This includes sweets or chewing gum.
- You must wear a **seatbelt on all** journeys.
- You must not use abusive or racist language to people inside the vehicle or outside.
- You must not verbally bully or verbally provoke others.
- You will respond properly to all requests made by staff.
- You are not allowed to lean out of the windows.
- On trips you are expected to be at the vehicle at the time stated by staff for the return journey.
- You are expected to show good behaviour while out in public.

**If you don't keep to these rules, you could lose your transport, be banned from trips for a period of time, or be told to leave the vehicle.**

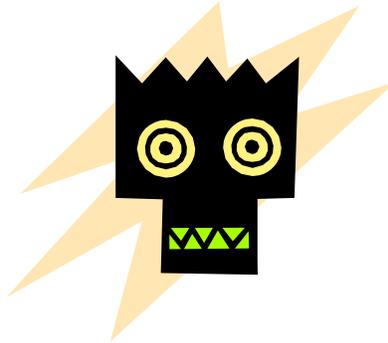
## Farney Close School

### Expectations of Behaviour on Houses



- Be proud of where you live.
- Carry out basic house routines, as this makes your house a nice place to be.
- Your care staff will respect you, so please respect them.
- Your bed area is your part of Farney Close; its appearance reflects how you see yourself.
- Always show respect for each other's personal space.
- You may only enter others' rooms if you are invited and have permission from a member of staff.
- If you have problems with others, ask your staff to help sort them out; don't try to do it by yourself.
- Physical and verbal abuse towards staff or other young people is not acceptable at any time and will only make your house an unpleasant place to be.
- Treat people how you would like to be treated, no matter what their race, gender or religion.
- Always respect your living space and remember that any damage you cause will **cost you!**
- Try not to respond to the poor behaviour of others and be supportive to staff.
- Be aware that if you break the law the Police will be involved.
- You may only enter the sleeping in room with staff permission.

**Farney Close School**  
**Sanctions we never use (prohibited).**



- Corporal punishment
- Deprivation of food or drink
- Restriction or refusal of visits or communication with family or social worker, unless as an agreed part of the management and planning of care for an individual child
- Use of distinctive clothing as a form of punishment
- Withholding of medication, dental or medical treatment
- Physical restriction of liberty
- Intentional deprivation of sleep
- Monetary fines except for the reparation of damage caused
- Intimate searches - see school policy "Search Procedure"

## Farney Close School Classroom Expectations



- Believe in your abilities - you can succeed
- Be on time for all your lessons and settle down to work quickly and quietly
- Let your teacher teach
- Treat the people in your group and your teacher with respect no matter what their ability, race, religion or gender
- You have the right to education - as do the rest of your group. It's your responsibility not to disrupt other pupils' education
- When you need help, ask politely and remember that other pupils need help too
- Try to complete the work you have been set to the best of your abilities and be proud of it
- Respond politely when the Teacher or other pupils ask you to do something
- Try not to get involved in others' poor behaviour
- Clear up your work promptly when asked and leave your desk/work area tidy
- Leave the classroom calmly when your Teacher asks you.

## **Farney Close School**

### **Guidelines on the procedure for young people regarding mobiles phones.**

Young People at Farney Close are not allowed to have mobile phones on them throughout the week. As a result of this:



- The Residential Social Care Worker on each house will ask every pupil when they come back to school if they have brought a mobile phone.
- If they suspect that a pupil isn't telling the truth, they will search their belongings.
- If there is any further suspicion, the Residential Social Care Worker will contact the pupil's parent/carer to check whether the pupil returned with a mobile phone. If not, then they should ask if the parent/carer can confirm that the phone is in the place that it's normally kept by the child when they leave it at home. A Senior Manager should be informed before contacting the parents/carer.
- Regular checks of the pupil's room and belongings will take place where it becomes apparent that that pupil has been dishonest about their mobile in the past at Farney Close.
- Where searches take place, the relevant procedure is followed.
- Mobiles handed in should be clearly identified and then stored safely. A record of this is placed in the belongings book by the member of staff who the pupil hands it to.
- At the end of the school week, RSCWs should hand the mobile phones to the Day Duty Co-ordinator, who will return the phone to the pupils as soon as they are ready to leave in their taxi.
- Pupils travelling home in school vehicles will have their phone returned to them at the end of the journey.