

Ysgol Rhydygors School



Believe, Persevere & Succeed

Pupil Discipline and Behaviour Policy

Ratified by the Governing Body on

To be reviewed on

Pupil Discipline and Behaviour Policy

“Sometimes it is the very pupil who appears to deserve celebration least who needs it most.”

Allan 1994

The Children’s Act 1989 points out that the success of any residential school is dependent upon a combination of sound management, high standards of professional practice and care, planning and upon caring relationships.

Rhydygors, as a caring establishment for children, creates a positive environment which is stable and consistent in an effort to foster good behaviour which is essential for its smooth running. The school ethos is warm and friendly thus creating a positive attitude which encourages self-discipline. For children emotional and behavioural problems this is particularly important because many will have experienced significant difficulties in developing self-control or good personal relationships. It is likely that these children will also have suffered particularly damaging experiences in the past; consequently, the role of staff in providing good role models cannot be over-emphasised.

Good professional practice recognises that often, misbehaviour by young people stems from a failure by adults to be sufficiently receptive to the needs and problems of the young people, rather than from a wilful defiance of authority. In this sense, interaction between pupils and staff needs to be seen in its correct context if we are to avoid labelling children as disruptive and seeing them as the problem. In other words, no child is seen as bad, rather an acceptance that some children react in certain ways under certain circumstances.

One essential element in the creation of a positive, well-ordered environment is that a clear and shared understanding exists between staff and pupils with regard to what constitutes high standards of behaviour and the associated reward and sanction system. Ofsted points out that, “Where behaviour is good, most people show through their actions that they know what constitutes appropriate behaviour, that they understand what is expected of them and that they respond accordingly. They are considerate, courteous and relate well to each other and to adults. Pupils take responsibility for their own actions, appropriate to their age and maturity. They develop self-esteem, self-discipline and adhere to high standards of behaviour which contribute to effective learning.”

In order to judge the effectiveness of our behaviour policy, there is a need for staff to be involved in the evaluation process and, as an integral part of this, consideration should be given to:

- The consistency with which school values are applied by staff and pupils;
- The consideration people show towards one another;
- The range and quality of activities designed to promote personal development;
- The development of self-esteem, responsibility, initiative and pride in one’s work;
- The quality of work;
- The fairness of arrangements for all pupils;
- The loyalty and commitment shown to the values encouraged by the school.

Ethos

Rhydygors is a community within which all individuals have an entitlement to be treated with respect and dignity. Everyone is encouraged to implement rules fairly and consistently in order to foster good behaviour in a positive way within an ethos of hard work, care, commitment and responsibility. We believe a healthy balance between rewards and sanctions exists within Rhydygors which is intended to promote the development of inner controls so that, in time, self-discipline is

established, enabling children to make the most of opportunities and share in the responsibilities and activities within a group and in adult life.

Aims

- To develop self-discipline, the ability to learn independently and work co-operatively.
- To value and appreciate one another, irrespective of age, gender creed or race and to acknowledge that everyone has a part to play within our school community.
- To listen with respect to one another and to be conscious to never damage another's self-esteem.
- To foster a caring attitude for the school environment, including the building, equipment and personal effects.
- That all those who work in or visit our school will exhibit behaviour in keeping with these aims and our ethos.

The behaviour policy seeks to establish the aims, which will be monitored with a points system to "catch them being good":

These will be monitored via the transfer files and In Spring term 'Sleuth'.

Transfer files and Sleuth 1-6 points

Points awarded for each of the following in bold each lesson/care session:

I am ready to learn

- Arrive on time
- In correct clothing
- Facial piercings removed or covered
- Phone handed in



I use polite language

- Talk politely to peers and staff
- Use language which is not offensive

I keep myself safe

- Remain safe around equipment
- Remain in area staff have said is safe
- Follow safety instructions
- Follow personal strategies

I keep others safe

- Keeping hands, feet and objects to myself

I manage my own behaviour

- Focusing on myself and ignoring the negativity of others.

I am focused on learning

- On task
- or allowing staff to help me use my strategy

These points will be tracked via transfer file or 'Sleuth' by each pupil's key worker each day to assess the level of support needed for each pupil and a supportive discussion between the key worker and pupil will take place. This will be fed back to SMT as appropriate. Adjustments will be made to pupil's education and care according to level of support identified. Any pupil who cannot keep themselves or others safe will be given increased supervision and will be required to stay on site. The points will also be analysed by the Deputy Head and a report on pupils fed back to the SMT each Monday. The SMT will use this information to formulate plans of action to support pupils and prioritise time spent discussing pupils in staff meetings etc. When pupils are not able to manage the rules we will support them until over time until they have the skills to be able to support and regulate themselves.

School values

The school endeavours to achieve these aims by the promotion of the following values:

- Be honest
- Respect the rights and property of others
- Be kind and helpful
- Take personal responsibility for one's actions
- Self-discipline
- Be the best that you can be

The school rejects:

- Bullying
- Cruelty
- Cheating
- Irresponsibility
- Deceit
- Dishonesty



Management/Operational Practice

Encouraging Positive Behaviour

Individual Education Plans IEPs and Individual Behaviour Plans IBPs

IEPs and IBPs are central to our children's educational, social and personal development, in order to assess and record progress or change based on a sound and comprehensive knowledge of each child. They encourage positive behaviour by use of short term achievable goals to build self-esteem in order to overcome difficulties or areas of concern. Any change in behaviour pattern either positive or negative can be immediately identified by key worker or other relevant staff and most importantly the child. Time is then set aside where the former IEP/IBP is discussed and altered/updated to suit the child's needs.

Positive behaviour checklists via 'Sleuth'

In addition to the IEPs, daily monitoring of every pupil's success in achieving our behaviour aims is completed and tracked using transfer files or 'Sleuth'. Through this staff will be able to identify the areas of strength and to aid the pupils in the identification of areas which can be developed.

School rules and standards of behaviour

It is essential that children are clear about what is expected of them in terms of their behaviour, and the rules governing the school. Staff should always insist upon acceptable standards of behaviour in any given situation. Good manners, courtesy, respect for others is the very foundation of our work with children. We should never accept rude or inconsiderate behaviour. Indeed, staff must lead by example in their treatment of children and each other in this respect.

Children at Rhydygors are fully involved in the negotiation and planning of school rules via the School Council in which representatives speak on behalf of each tutor group. This input encourages the pupils to take ownership of the rules and subsequently to obey them.

Record of Achievement

Pupil of the month

To recognise the overall achievement of pupils, the whole school participate in a vote for a pupil of the month. The award is based upon the outstanding contributions or achievement made by individual pupils and considered through votes by pupils and staff. The pupil of the month is presented with an award certificate and has his or her photo on display as pupil of the month.

Pupil of the year

As per pupil of the month but judged over a year. The pupil of the year is presented with a cup with his or her name engraved onto it and is allowed to maintain ownership of the cup until the following year.

Certificates of achievement

Certificates of achievement are issued to all pupils who successfully complete or achieve personal development within academic or social activities e.g. literacy improvement, the John Muir Award, good attendance. A record of achievement is maintained within a section of each pupil's personal file.

Rewards and sanctions

To encourage positive behaviour, the staff uses a system of rewards and sanctions as is used in any family or group environment. These must be seen to be 'fair' by the children although there must be scope to cater for individual differences.

Rewards

In the first instance, it is important that rewards must be equally accessible to all children appropriate to their age and level of achievement. Clearly, a system of rewards needs to be graded and at the first level staff are always seeking to reward children with an approving look, nod or smile. Great emphasis is placed upon praise and this is often the most effective form of reward.

However, in the spirit of seeking to emphasise good behaviour rather than concentrate on the problems, a system of more tangible rewards is also employed at Rhydygors.

Most importantly, these rewards must be 'earned' and before a reward is given the child must understand why it has been awarded. It is also important that praise and rewards have not been given without reason, or they would soon become meaningless.

Examples of age related rewards and privileges are as follows:

Girls' dormitory

- Shop – unaccompanied every day between 3.45 & 4.50 (Year 11)
- Shop – unaccompanied every Thursday between 3.45 & 4.50 (Years 10 & 11)
- Use of student learning flat loosely supervised between 3.30 & 5.00 and after 7.30 (Years 9 & 10)
- Later (planned) bed times
- Supervised use of computers at staff discretion (Years 8, 9 & 10)
- Unsupervised attendance at local clubs e.g. Cadets, Rugby, First Aid
- Occasional group selected on behaviour for special treat, e.g. cinema
- Video nights
- Planned use of gym (supervised)
- Use of hall until 4.50 and between 7.30 & 8.30
- Use of independent learning flat (Years 10 & 11)

Senior dormitory

- Use of independent flat
- Shop – unaccompanied every day between 3.45 & 4.50 (Year 11)
- Use of hall until 4.50 (Years 10 & 11)
- Occasionally allowed trips to town unaccompanied to collect specific items (Year 11)
- Supervised use of gym
- Use of hall between 7.30 & 8.45
- Unsupervised attendance at local clubs e.g. Cadets, Rugby, First Aid
- Occasional group selected on behaviour for special treat, e.g. cinema (Years 10 & 11)

Middle dormitory

- Shop – unaccompanied every day between 3.45 & 4.50 (Year 10)
- Use of student learning flat loosely supervised between 3.30 & 5.00 and after 7.30 (Years 9 & 10)
- Later (planned) bed times (Years 8, 9 & 10)
- Supervised use of computers at staff discretion (Years 8, 9 & 10)
- Unsupervised attendance at local clubs e.g. Cadets, Rugby, First Aid
- Occasional group selected on behaviour for special treat, e.g. cinema (Years 9 & 10)
- Video nights (Years 8, 9 & 10)
- Planned use of gym (supervised) (Years 8, 9 & 10)
- Use of hall until 4.50 and between 7.30 & 8.30 (Years 8, 9 & 10)

Junior dormitory

- Small weekly prize and larger half term prize for good points (Years 7 & 8)

- Occasional group selected on behaviour for special treat, e.g. cinema (Years 7 & 8)
- Video nights (Years 7 & 8)
- Later planned bedtimes (Years 7 & 8)
- Party nights
- Video nights
- Use of hall until 4.50 and 7.30 & 8.30
- Local trips to the park between 3.50 & 5.00 (Years 7 & 8)
- Supervised use of gym (Years 7 & 8)

Lower junior dormitory

- Small weekly prize and larger half term prize for good points (Years 6 & 7)
- Occasional group selected on behaviour for special treat, e.g. cinema (Years 6 & 7)
- Video nights (Years 6 & 7)
- Later planned bedtimes (Years 6 & 7)
- Party nights
- Video nights
- Use of hall until 4.50 and 7.30 & 8.30

Day/residential pupils

- Going swimming 1 to 1
- Going for a drink 1 to 1
- Music room
- Lunch time trip to shop
- Group trip – e.g. Blue Lagoon, fishing, beach



Sanctions

As stated earlier, it is essential that sanctions are deemed to be 'fair; by the children. In line with our attempts to emphasise and encourage good behaviour, sanctions are usually reserved for serious, or repeated breaches of discipline by a child or group of children.

Sanctions should be an aid to changing inappropriate behaviour, and keeping children safe and not to punish. Again, what has gone wrong must clearly be established so that children understand exactly why they are receiving a sanction.

Part of this process will also include guidance and advice on how to avoid such difficulties in the future via more appropriate behaviour strategies. Children are given the opportunities to make amends. Very often when a child reaches a realisation of how their behaviour, action or lack of action has affected someone, they are very upset. The opportunity to make reparation can go a long way towards stimulating motivation for change because it makes the child feel effective and therefore in control. It is also very important that children are allowed to start afresh following a sanction, and there should be no repeated reminding of previous misdemeanours in a negative way.

General principles

Use a calm voice, provide a pupil with space as appropriate, use supportive language, allow pupils in a hyper-aroused state the time to become fully engaged in e.g. a sorting activity without talking about any issues so they can begin to lower their arousal level.

Minor deregulation incidents, dealt with by low-level support and guidance within class/ group

activity as far as possible. See 5 step approach in appendix and refer to the individual behaviour support plan of pupil.

Additional staff support in class. This will be facilitated by a timetabled rota of an on call staff member available to support each timetabled period.

Pupil taken to fresh start room for additional support. This will be in the Haven and adjacent room and will also have a timetabled member of staff present.

Possible increased supervision / support during break time.

After every significant incident there will be a meeting between the pupil and their key worker which will be documented on an incident report form. A copy of this form is to be kept in the pupil's file and another in the central specific incident file which be reviewed by SMT every Friday.

As appropriate Ian Davies and Ryan Evans to provide Scip training in relation to needs of pupils and staff.

When pupils are not able to manage the rules we will support them and when privileges have been withdrawn time may be used for restorative justice as appropriate.

Examples of appropriate sanctions:

- Withdrawal of privileges - to local shop, use of hall.
- Loss of free time on pre-arranged days between 5.45 and 7.30 in order to carry out restorative justice.
- Postponement of the opportunity of living independently in school flat.
- Withdrawn from privileged activities arranged outside school e.g Cadets, Cinema.
- Removal from group
- Increased level of supervision

Failure to respond to recognised and accepted procedures will lead to further conditions regarding a structured disciplinary action.

Recording and monitoring of children's and young people's behaviour

In order for staff to monitor pupils' behaviour, the effectiveness of their work with pupils and for management to carry out overall evaluation of daily practice a comprehensive system of recording behaviour is employed. On a daily basis, each member of staff has responsibility for awarding points each lesson and for different parts of the evening so that pupils' behaviour can be recorded and the information is then available for other staff. This ensures continuity of approach based on accurate information, with the pupils being fully aware of how they are achieving. The points on the Pupil Transfer Files are recorded on 'Sleuth' and used to inform Individual Behaviour Plans.

Significant changes of behaviour or incidents are recorded in the school 'behaviour/rewards and sanctions book' which is kept in the staff room. This book enables the transfer of important information on a daily basis, and also enables staff to monitor patterns of behaviour by individual children as well as the rewards and sanctions.

Specific incident form

When a pupil exhibits behaviour which has led to a serious breach of discipline, a 'specific incident report' form is filled in. This form includes details of what led to the incident, staff response and the rationale of the action taken and the outcome of the incident. These forms are kept in the Specific Incident File in the Secretary's office, and transferred to the pupil's file on a half termly basis. These forms are monitored by the SMT and LA. Where appropriate, this information is also passed on to parents or carers directly so that they are kept fully in touch with any major difficulty their child may be experiencing.

Physical incident report form

In some cases where physical intervention has been deemed necessary, the physical incident report form is filled in. This includes details of the situation leading to the staff response and the outcome of the incident. Deputy Head tracks and analyses all PIs and will ensure documentation is up-to-date and shared with the appropriate authorities within 48 hours e.g. Inclusion officer, families/carers/social services. Deputy Head will also produce a weekly analysis of all Specific Incidents and Physical Incidents to present to SMT every Monday in order to plan formatively and meet the needs of all pupils. The analysis will also include significant areas of progress and those pupils who have done very well for SMT to agree as a team on appropriate rewards and celebration.

When physical intervention is likely a positive handling plan is completed by one of the school's SCIP trainers.

If a pupil is deemed a high risk, a risk assessment is carried out by the headteacher, deputy head, Child Protection Officer, or head of care.

Other consequences as appropriate:

- Senior staff to have increased involvement and carry out restorative justice.
- Adjustment to IBP by key workers with guidance of I Davies and possible adjustments to positive handling plan.
- Head teacher to review progress with SMT and will involve family/carer/ social worker in planning (where possible).
- Possible referral to counselling services, CAMHs etc.
- When increased SMT support and family/carer meeting not showing improvement there will be a need for an enhanced level of Educational Psych support/ advisory teacher support.
- Review of progress by SMT and Ed Psych.
- If little progress regular multi agency meetings to target and monitor need.
- Alternative placement may be considered following discussion with link officers.