



Bramfield House School

Behaviour, Assessment and Improvement Policy

Date of Policy: September 2018

Date of Review: September 2019

(This policy supports the School Statement of Purpose to provide high quality education and care.)

Aims of the Policy

The aim of this behaviour, assessment and improvement policy is to raise the standards of behaviour and attainment in school and to enable pupils to transfer their improved behavioural and social skills to their lives outside school.

Objectives

- To ensure that all staff are aware of their responsibilities regarding the assessment of the social and emotional behaviour of pupils both in the classroom and outside it.
- To ensure that pupils' behaviour is improved through the recording of assessment information and the use of that information in setting targets for pupils and devising individual programmes and support to help them meet those targets.

Rationale

The school works from the principle that all pupils' behaviour can change for the better and that through this all pupils can achieve both academic and social success.

Effective assessment of behaviour involves the collection and interpretation of information about the social and emotional competence of pupils in a variety of contexts.

In order to improve behaviour and increase social competence it is necessary to focus on the areas where support is needed. Effective assessment enables pupils' strengths and weaknesses to be identified, following which strengths can be celebrated and targets and programmes can be set to address any weaknesses.

Effective assessment ensures that all pupils, irrespective of ability, individual needs, race, religion, culture or home circumstances can be provided with appropriate programmes and support to enable them to make good progress towards equipping them for life after school.

Implementation

Teacher's and Teaching Assistants have a key role in the assessment and recording of individual pupils' behaviour in every lesson. The Pupil Support Workers (PSW's) monitor behaviour during activities and social time outside of the formal curriculum. Staff have detailed knowledge of and relationship with the pupils and this forms the foundation on which further assessment is based.

The school operates two points system - one for education reflecting behaviour and application in class and one for social time. Trends and patterns in behaviour are monitored and rewards to reinforce good behaviour and sanctions for poor behaviour are given as consequences of the recorded assessment information. The effectiveness of the system results from the consistency demonstrated by all staff in assessing and recording behaviour.

Responsibilities

All staff have a responsibility to praise, recognise and reward good behaviour.

Senior Management Team

- Monitoring of the school behaviour assessment system

Teachers, Teaching Assistants and Pupil Support Team

- Assessment of pupils' behaviour in all lessons.
- Recording of behaviour.
- Identifying patterns and contexts of behaviour, both positive and negative.
- Regular updating of records.
- Involvement of pupils in discussing their grades.
- Liaison with Principal Pupil Support Team worker regarding rewards and sanctions for individual pupils.
- Liaise with pupil support staff to support behaviour.
- Home/School books in KS2 to maintain contact and support for some pupils.
- Weekly liaison with parents/carers regarding good progress or concerns.

Rewards & Sanctions

Rewards and sanctions should be used in a sequential and graded manner.

Rewards should be used to increase motivation, the desire to succeed and to build self-esteem through the recognition of such things as the achievement of high standards of work, good behaviour and attendance. The reason for and the nature of the rewards should be clear to both staff and pupils and should be awarded as soon after the event as possible.

Appropriate rewards (depending on age of pupil) include:

- public and/or private praise and recognition of achievement, effort and appropriate behaviours
- written praise on work and in home school communication book
- sticker from teacher
- certificate

- phone call home by senior member of staff
- choice of activity at break times
- assist teacher/teaching assistants outside normal class environment
- gain a commendation for outstanding work
- gain a merit for consistently good behaviour
- gain a reward for achieving a specific target
- gain an end of term trip or event for consistently good behaviour, attendance or academic progress
- gain a prize termly for academic progress

Specific targets may cover such things as:

- behaviour in specific lessons
- behaviour during transport
- attendance
- behaviour at meal times
- behaviour at break times
- behaviour in all lessons
- behaviour during evening times

A successful system of sanctions relies upon the pupils being aware of what constitutes appropriate behaviour and that the imposition of a sanction is a consequence of their actions. A classroom philosophy that aims to encourage and stimulate learning and behaviour should reduce the need for the use of sanctions. The adult-pupil relationship is central to this process. In dealing with pupils, staff must ensure that they do not become over familiar as this may only serve to produce a negative response. In addition, staff should use simple and appropriate language that indicates to the pupil that a problem is arising and this could lead to a consequence. Before a member of staff imposes a sanction s/he must take account of the pupil's current circumstances that may account for, if not, justify his/her actions. Any sanctions used should be recorded appropriately.

Appropriate sanctions would include:

- gentle reminder of appropriate behaviour
- gentle rebuke
- making a verbal or written apology
- withdrawal from class/group environment
- note in home/school communication book
- loss of privilege
- loss of break
- detention
- phone call home from senior member of staff
- home visit by a member of staff
- fixed term or permanent exclusion (normally after all other channels have been exhausted)

Pupil Support Staff

- Analysis of assessment data (points system) to inform giving rewards and sanctions.

- Monitoring of behaviour during activities and informal leisure time.
- Use of information to inform individual care plans.
- Liaise with teaching staff to support behaviour
- Support individual pupils to help meet behaviour expectations.
- Liaison with parents/carers regarding good progress or concerns.

Exclusion from School

Criteria for the exclusion of pupils from school

Only the Head teacher or, in her absence, the Deputy Head teacher can exclude a pupil from school for a fixed term period. No pupil is to be permanently excluded without the express agreement of the Head teacher.

- 1 Pupils may be excluded for a fixed term period or an indefinite period until parents and LAs can be consulted. This would be as a consequence of:
 - deliberate physical assault on another pupil
 - deliberate physical assault of a member of staff
 - persistent refusal to comply with the school's behaviour system
 - excessive damage to property
 - dealing illegal substances in school or in school transport
 - extreme racial/sexual abuse
 - extreme bullying
 - extreme threatening behaviour and/or verbal abuse towards staff or other pupils

The exact length of period of exclusion will depend upon the severity of the incident/s. The final responsibility for determining the period of exclusion rests with the Head Teacher.

1. Persistently repeated offences or significant accumulation of repeated offences may lead to a permanent exclusion.

In all cases the school will discuss the issues surrounding the exclusion with parents/carers and other relevant agencies and where necessary will arrange meetings to discuss these issues and what action is necessary to address them.