

ATKINSON HOUSE SCHOOL

PUPIL BEHAVIOUR: POLICY AND PROCEDURES

AIMS

Atkinson House School aims to provide an environment in which our community of pupils and staff:

- understand the importance of self discipline and self respect whilst developing these attributes,
- understand the basic virtues of honesty, fairness and politeness,
- show respect and concern for others and have regard for their safety and well-being,
- show respect for the physical fabric of the school and wider community.
- Engage in a varied, stimulating curriculum where we all work together with real value.

At Atkinson House School we teach, develop and encourage these attributes by planned opportunities;

- In all curriculum areas,
- via tutor time, evaluating the days events,
- via the generation of a jointly negotiated, staff and pupil, Code of Conduct,
- via the display of the Code of Conduct around the school,
- via behavioural/assessment profiling
- via every pupil having, usually two, negotiated behavioural targets,
- via overt monitoring of individual pupils at all times of the school day,
- via our overt and high profile behaviour management strategies and systems which culminates with a “rewards session” on Friday afternoons. Positive recognition of appropriate behaviours,
- via recognition in assembly,
- via end of day review assemblies,
- via Head Teacher’s Award,
- via staff role models,
- via school support group (SSG)

OBJECTIVES

Atkinson House School will work to develop:

a positive ethos in and around school with high quality relationships between pupils and adults:

- Via positive and verbal, recognition of appropriate behaviour.
- Via positive and verbal, recognition of pupils' efforts even if these fall short of "success".
- Positive communication and rapport between pupils and staff
- Via, two way, feedback and evaluation at the end of sessions between staff and pupils'.
- Via negotiation of behavioural/assessment targets and subsequent feedback and evaluation with pupils, parents and carers.

an understood framework of general routines and individual boundaries:

- Via a negotiated Code of Conduct.
- Via the display of this Code of Conduct around the school.
- Via pupils understanding the school's systems of positive rewards for appropriate behaviour and the consequences if their behaviour falls short of an acceptable level.
- Via pupils understanding the schools and wider communities expectations with regards to the norm.
- Via pupils understanding the school's expectations in respect of out of class conduct.

a partnership / working relationship with parents / carers in order that the school's behaviour policy is reinforced and supported at home:

- Via our behavioural approach and expectation being explained to parents and carers, during the pre-admission interview and our Pupil Parent Partnership days.
- Via the behavioural management expertise of staff being available to support parents or carers within the non-school setting.
- Via a genuine "open door" and "open telephone line" approach to working with parents and carers where listening to parental views and opinions has the highest priority.
- Via the Attendance Support Worker (ASW) and staff making contact, via telephone and home visits where appropriate, to update parents and carers of positive actions or developments during that school day.
- Via Attendance Support Worker (ASW) and staff making contact, usually telephone, to update parents or carers of concerns.

**positive inter-agency links with the LEA, social and health services
in cases where a child's behaviour at school indicates serious problems:**

- Via the prompt and professional completion of educational advice for "allied professionals".
- Via the informal exchange of information between agencies.
- Via attendance at "non-educational" meetings.
- Via inviting "allied professionals" to attend, observe or participate in our professional development sessions.
- Via prompt contact being made where school has concerns over a pupil.
- Via the use of the agreed referral procedures, to that service, if the issue warrants such.

**appropriate training/support in positive behaviour management for all staff,
teaching and non-teaching:**

- Via a full and detailed behaviour policy where the theoretical underpinning of our policy is explained as well as the extensive documentation of day to day implementation.
- Via staff induction and training focusing on the emphasis of positive reinforcement of appropriate behaviour and celebrating success when this is achieved.
- Via senior management monitoring of how staff apply the behaviour policy.
- Via individual staff de-briefing after a significant incident or restraint situation.
- Via senior management and HLTA support in de-escalation techniques.
- Via senior management monitoring of restraint incidents; the staff, pupils and locations.
- Via training for staff in appropriate restraint techniques.

associated Documentation:

- Policy and Guidance on the Use of Force to Control and Restrain Pupils,
- Policy on Bullying,
- Policy for Behavioural Assessment and Behavioural Profiling. Including the Behaviour Manual with Level Descriptors,
- Policy and Procedures on Dress, Appearance, Jewellery and Items of Value.

Review

This document will be reviewed continually, due to the nature of the school. The areas most frequently reviewed will be the sections detailing procedures. The results of such reviews will be reported to the governing body for their consideration. When sufficient refinements warrant the production of a new document this will occur and be presented before a full governing body meeting.

Contents

Administrative	Aims Objectives Associated documentation Review Rationale Behavioural Approaches
Approaches	Behaviour Modification and the Token Economy Self Concept / Perception
Day to Day Procedures	Points earned – who decides? Arrival in the morning and Breakfast Club In class procedures Removal from class procedures Earning a Merit and Y11 off the points system Use of the Recreation Room Breaktime and lunchtime detention Access to the toilets Mealtime routines and behaviour Close of day assembly and taxi time Rewards Afternoon Work Group Head Teacher's Award , Signing Out Super Rewards
Punishments and Sanctions	Break, Lunch & after school detentions Bullying Sheets Unfinished work being sent home Being sent to senior staff Time limited exclusion from school Permanent exclusion from school Authority to exclude pupils

Rationale

All pupils at Atkinson House School have been referred to us due to their behaviour being so severe that mainstream schools are unable to cope with the pupil. The behaviour was such that additional mainstream support systems have not succeeded. The pupils' behaviours will be on a continuum from overt aggressive acting out, sometimes referred to as conduct disorder, to internalised emotional difficulties, for example elective mutism or a pupil with a significant number of autistic traits.

The causes of these challenging behaviours are often complex: early emotionally damaging experiences, intellectual difficulties, poor peer and adult models, medical factors and negative perceptions of adults and authority.

For Atkinson House, to meet the pupils' educational needs there needs to be consistency of approach, as well as an air of flexibility to meet the ever changing needs of our community, creating a quality stimulating curriculum in a caring secure environment. Where we all work together and everyone is valued. Maintaining such an environment needs quality staff with the empathy to deliver high and achieve good solid progress.

Atkinson House School operates a token economy, both tangible tokens, for all pupils which is an external motivation system based on rewarding or reinforcing appropriate behaviours

Procedures for Increasing Appropriate Behaviours

Reward Appropriate Behaviour. Ensure that you only reward the behaviour that you want to increase.

Reward Appropriate Behaviour Immediately. The reward should be given immediately after the good behaviour.

In The Early Stages of Changing Behaviour, Reward The Appropriate Behaviour Each Time It Occurs. When the process of learning is in its earliest stages a reward should be given every time the appropriate behaviour occurs. Take advantage of encouraging an appropriate piece of behaviour each time it occurs at the beginning of the lesson.

In The Later Stages of Changing Behaviour, When The Appropriate Behaviour Begins to Occur Frequently, Give A Reward On fewer Occasions. Reward the appropriate behaviour now and again once it begins to occur at a satisfactorily high level.

Tangible and Special Rewards When Applied Together Will Often Be More Reinforcing Than If One Of Them Alone Is Given. The aim of carrying out a behaviour modification programme is to allow pupils access to the social integration in life outside of school surroundings. Well-adjusted behaviour is seen as a reward in itself; acceptance and integration. It is the social approval of the public and classmates and adults with whom there is interaction that should be the ultimate rewarding factor.

How To Decide On The Appropriate Reinforcer. Try these four methods:

- ask the pupil what s/he really likes;
- ask the parent or carer of the pupil what s/he really likes;
- do a preference check (try out many rewards before arriving at a choice), this could be actually tried out or arrived at via debate;

Praise. Many of our pupils have been subjected to highly negative environments and have received little in the area of positive verbal reinforcement or even a show of affection. One of the most potent tools at our disposal is the use of praise and encouragement.

Modelling. There are occasions when we are trying to modify a pupil's behaviour where effective use of the peer group can be made. In these circumstances we would be rewarding the desirable behaviour being exhibited by another pupil and drawing it to the attention of our "subject" pupil. This is known as modelling and is at its most effective when the "model" pupil is of higher status within the peer group.

The Importance of Feedback. When you employ the approaches described above, it is important that the pupils should know why rewards are being given and how their behaviour is improving or deteriorating.

Self-Concept / Perception

Many pupils at Atkinson House School have a low self esteem. This is usually due to a emotional disturbance caused by traumatic or inappropriate life experiences. This low self perception has been reinforced by the previous school or schools attended by the pupil. It is important that colleagues recognise that strategies to enhance self esteem in our pupils are crucial in meeting our pupil's needs as well as assisting in managing potentially difficult behaviour.

Staff interactions with pupils are subject to the perceptions of the pupil receiving the interaction and because of their low self esteem they may have such a negative self concept that they distort or misinterpret the staff member's intentions.

Self concept is a determining aspect of pupils behaviour and learning.

"a person's self concept is his perception of his unique personal characteristics such as appearance, ability, temperament, physique, attitude and beliefs. These determine his view of his position in society and his value to and relationships with other people. "

Lawrence, 1975.

Issues Concerning The Development Of Pupil's Self Concept.

Labelling. A most important aspect of working with SEMH pupils is their perception of themselves. By labelling a pupil, for example, as "dull", "thick" or "aggressive" staff are primed to expect certain behaviours. If the pupil knows that you have a label for them then they will live up to your expectation of them. Never tell a pupil that they are "bad", "thick" or "mad".

Support. The pupil with low self esteem needs support, encouragement and protection. Some strategies that staff might use are:

- removing the threat of failure, "Don't worry if you find this difficult".
- take some of the blame for failure, "I'm sorry I should of explained that better".
- offering help early and whilst the pupil is still on task. Intervene before they have started to struggle or fail.

Positive Reinforcement

Non-verbal interactions are a very powerful part of a teacher's behavioural repertoire. A pat on the back, a "thumbs up", a smile or a wink can convey to a pupil that you have recognised them as an individual and that you are taking an interest in them. A brief non-verbal interaction offered fairly frequently, when a pupil is on task, can keep a pupil on task and give a very positive signal.

Talking To Pupils in Trouble

Sometimes we have to talk to pupils about unacceptable behaviour. It is important to make sure that these contacts allow the pupil to maintain self respect so that self-esteem can be improved. When we ask the pupil questions do we give the pupil a genuine chance to answer? Do we listen to their point of view? Do we check that the pupil really understands what has been discussed and the implications that may stem from that discussion? Has the member of staff and the pupil:

- agreed on a definition of the problem, the issue may not be a problem for the pupil!
- agreed a strategy/solution to alleviate, or address, the problem.
- arranged to meet again to review the situation and to see if the strategy(ies) has worked?

Avoid The Negative Trap

All staff who work with pupils share a responsibility for their progress and sometimes we find that, as more and more things go wrong for a pupil, our interactions with them become very negative. We fall into the trap of only speaking about the trouble the pupil is in. Our only contact with the pupil is to try and correct problems and intervene when there is trouble. When the pupil is going through a 'good patch' we tend to ignore the pupil because we are interacting with another pupil who is going through a "bad patch". Try to remember two things

- even when the pupil is going through a "bad patch" remember to refer to and make a significant comment about something, however small, that is going well, and,
- when the pupil is going through a "good patch" remember to find the time to comment on how well the pupil is doing. Continual recognition and praise for appropriate behaviour and actions will prolong those behaviours. That is to everyone's benefit.

Adult Perception

If staff have a good self concept, then it is likely that the pupils in their care will too. If staff have high expectations of themselves then the pupils will see this as a positive role model. If the adult has a low expectation of the pupils in their care then the pupils will fulfil that expectation.

PROCEDURES FOR DAY TO DAY IMPLEMENTATION

Behavioural Approach

The previous pages have identified a range of behavioural approaches. The following procedures must be read bearing in mind that the basis of Atkinson House School's approach is the positive reinforcement of appropriate behaviours. This approach is strongly, although not exclusively, centred around behaviour modification principles. It is essential to remember;

- PUPILS CAN ONLY EARN POINTS AND REWARDS.
- ONCE EARNED POINTS AND REWARDS CAN NOT BE TAKEN AWAY.
- A PUPIL STARTS EVERY SESSION / ELEMENT OF THE DAY WITH NOTHING. HE THEN EARNS POINTS ACCORDINGLY.
- HIS BEHAVIOUR AND EFFORT WITH HIS WORK MAY MEAN THAT HE EARNS 2 POINTS OUT OF A POSSIBLE 3. HE HAS EARNED 2 POINTS, "*WELL DONE*". Positive reinforcement.
- HE HAS HAD ONE POINT DEDUCTED, "*BAD BOY*". Negative reinforcement

Points Earned - who decides, and how?

The process we go through in deciding the number of points a pupil has earned is a key feature in our speaking and listening curriculum, in our behavioural approach, an essential element in raising pupils' awareness of their and others behaviour; an essential "counselling" and relationship building opportunity; an opportunity for pupil self-evaluation; indeed, a multifaceted LEARNING opportunity. Make pupils' aware of what they have done well, what they need to do to achieve more and recognise when they have tried but not fully succeeded.

At Atkinson House School practice will be that the last element of EVERY session, about the last 5 minutes, will be a "group work session" which will be an adult led discussion of each pupil's attitude, behaviour and work. The pupil, their peers, support staff and the teacher will all have input.

The most appropriate adult, which is not necessarily the teacher leading the session, will lead the "group work session". They will ask the pupil to reflect on how they feel they've done, ask their peers for their observations and ask for input from the other adults, including visitors, for their thoughts. From this process the number of points earned will be arrived at and recorded.

Arrival in the morning @ 8.30

On arrival, a maximum of 30 minutes before the start of the school day, pupils enter the school via the door into the dining hall. They may;

- stay in the dining hall. Here they may buy an item from the Breakfast Club, talk to their friends and staff.
- @ 8.45 go outside on the playground area or, remain in the dining area

Breakfast Club Rules

The rationale behind a breakfast club is to give the pupils warmth, food, energy and get the day off to a good start.

Breakfast will be served from 08.30 until 08.55

- If pupils arrive at school with sufficient time to get to the breakfast club but arrive at the club after 08.55 (5 minutes before the start of the school day) they will not be served.
- If a pupil(s) arrival at school is genuinely delayed, e.g. taxi breaks down, then leeway will be given as to whether the pupil(s) may use the breakfast club even though the school day has started.
- All breakfast club food must be consumed in the dining hall.

In Class

The points that a pupil earns is recorded on a points sheet. These are issued at the start of the school day and the pupil is responsible for the safe keeping, and subsequent handing in, of the sheet.

Each timetabled period will carry 15 points. This includes the rewards activities and work group sessions held on Friday afternoons. The pupils' can earn the points for;

- arriving in class on time and being ready to start work,
- behaving appropriately throughout the lesson,
- completing their work.
- points sheets are broken into RACE point, with 3 points allocated for each key area; Rules, Attitude, Communication, Effort
- IEP & a Bonus can be achieved

If a pupil loses their points sheet then during that day the pupil can negotiate a new points sheet with their form tutor. If a lost points sheet comes to light on the following, or subsequent, days there is no retrieval system. It is the pupil's responsibility to look after their points sheet. It is an important document.

If a pupil has their points sheet stolen or destroyed by another pupil then the teachers will still honour the points earned during the day. The points will be "given back" to the pupil, or an average for the day/week given.

If a pupil is seen, or can be shown, to have stolen or destroyed another pupil's point sheet then the issue will be dealt with as one of bullying. The points earned by the aggrieved pupil will be honoured.

The form tutors keep a master sheet for the recording of each day's points. At the end of Thursday school directed TA's will collect these sheets and record those pupils who have or have not earned rewards. This way a data bank / profile will be generated. This data is kept as a central record, in Mrs Emmerson's office. The data is not placed on pupil's individual files.

Removal From Class

From time to time it will be appropriate to ask pupils to leave a class because of the detrimental effect their behaviour is having on the other pupils. Pupils who come to school prepared to work and engage with school should not loose out to disaffected, disruptive pupils.

RATIONAL:

- the vast majority of pupils are in control of their behaviour
- we are a school
- most pupils are prepared to learn and be taught
- acceptable mainstream behaviour is what is acceptable at Atkinson House School

PUPILS WILL BE ASKED TO LEAVE THE CLASSROOM IF THEY -

- 1 Disrupt other pupils / preventing them from working.

This will occur after:

- ◆ Staff effort to engage pupil
- ◆ Verbal warnings from staff
- ◆ Planned staff ignoring (length of time is staff judgement from their knowledge of the pupil)

- 2 Inappropriate language / verbal abuse / verbal bullying.

This will occur after:

- ◆ 1 verbal warning
- ◆ 2nd warning and this means that behaviour IEP points are not earned
- ◆ 3rd warning means that the pupil will be required to leave the classroom (No physical contact to achieve this)
- ◆ IF PUPIL REFUSES TO LEAVE, involve additional staff either SLT or staff with positive rapport with the pupil.
- ◆ IF PUPIL STILL REFUSES TO LEAVE, removal from classroom by staff.

- ◆ **NOTE** – staff will record the inappropriate language used and a letter will be sent to parents / carers stating the exact words used by the pupil.
- 3 Physical confrontation, actual or threatened, to staff or pupils
 - ◆ Immediate removal
 - 4 Damaging / misuse of school property or other pupils work.
This will occur after:
 - ◆ 1 verbal warning
 - ◆ 2nd warning and this means that full points can not be earned
 - ◆ 3rd warning means that the pupil will be required to leave the classroom (No physical contact to achieve this)
 - ◆ IF PUPIL REFUSES TO LEAVE, involve additional staff either SLT or staff with positive rapport with the pupil.
 - ◆ IF STILL REFUSES TO LEAVE, removal from classroom by staff.
 - 5 Danger to themselves. This will occur after:
 - ◆ Staff judgement on when to remove and whether warnings should be given or are appropriate.

NOTE: if a situation is developing quickly it may not be appropriate to go through each stage but to move from a low level intervention, e.g. verbal warning, straight to removal from class

PROCEDURE FOR REMOVAL

NOTE: The expectation is that staff successfully have input with the pupil so that they return to the lesson and engage with the lesson.

- ◆ If compliant, staff involved sort out venue and work to be done
- ◆ If not compliant then removed by staff, see above, to the nearest suitable location. SLT informed, become involved, SMT with a “wandering brief” also anticipate problems e.g. from lesson 1 into lesson 2

CONSEQUENCES

- ◆ If pupil returns to class and works - catches up on work. Either before lesson ends, at break or possibly as homework (staff trust issue). No additional punishment will follow once the work is completed.
- ◆ If pupil returns to class but continues with the inappropriate behaviour and is required to leave a second time. Internal exclusion throughout the day. (Staff to send work for the pupil). Possibly taken home to return the next day with a “fresh start”

- ◆ If pupil is required to leave a lesson and the time factor is such that they return to a subsequent lesson
 - if positively engaged in the lesson then catch up on the missed work, as documented above
 - if negative or same behaviours occur requiring removal from lesson then internal exclusion / taken home as detailed above.
 -
- ◆ **If the pupil refuses to leave the room and has to be removed by staff then the pupil will receive a time limited exclusion from school because of their refusal to follow reasonable requests / disrupting the smooth running of the school. A major issue in our response is that the pupil's actions will have forced us into the use of restraint, something we take very seriously**
- ◆ School detentions can be used
- ◆ Even if the pupil has earned a rewards activity they may have to catch up on some work before starting their reward activity. (Deferred reward not withdrawn reward).

Earning a Merit

Any member of staff may issue a pupil with a merit. This is a slip of paper which the member of staff signs. (Proforma sheets available from the staff room).

A Merit is issued for any meretricious event / behaviour / work observed by the member of staff. **NOTE** the event must be meretricious for that pupil, not in respect of any other pupil. E.g. ignoring another pupil who is trying to wind you up. The Merit is logged on a list in the Recreation Room, at present by Mr Brent. The Merit may be exchanged for a game of pool or use of the X-Box.

Year 11 Off Points System

We recognise that society does not operate the very structured points system outlined previously. We recognise that if the structured system has been successful then our older pupils' self-esteem and self-control will have increased to such an extent that the points system is no longer necessary. They should be less reliant on external behavioural controls, are undergoing preparation for living in the adult world and thus the points system should, ideally, be a) unnecessary or b) needs to have its influence reduced. It may be necessary to "wean pupils off the points system" as preparation for entry into the world of Post 16 opportunities.

During Year 11, when the form tutors consider it appropriate, pupils will be moved off the points system. Once off the points system Year 11 pupils will not carry points sheets. The expectation is that as they can behave without the external influence of the points system then Y11 pupils not on the points system would automatically be on rewards activities every Friday afternoon. Although undesirable, if necessary, Year 11 pupils may be put back on the points system.

Recreation Room & Vocational Rec Room

Pupils may use the facilities available, HOWEVER ACCESS IS A PRIVILEGE NOT A RIGHT.

- The first floor room can be used at break time and lunch time by all pupils.
- The rooms are always staffed.
- All pupils are allowed to use the recreation room, however if they behave in an unacceptable manner then the pupil will lose the right to use the Recreation Room, for a period of time. Pupil's who fall into this category will have their name and when they may re-start to use the Recreation Room written on the whiteboard in the room.
- At break time pupils may
 - buy items from the tuck shop,
 - exchange a merit for a game of pool or a go on the X-Box.
 - chat with their friends and members of staff.
- At lunch time pupils may;
 - exchange a merit for a game of pool or a go on the X-Box
 - chat with their friends and members of staff.

Breaktime and Breaktime Detention

At the end of lesson 3 all pupils and staff go to the dining room. Pupils will sit at their, designated, class tables. This "session" will be led by Mr Forster. If the pupil(s) has behaved appropriately then the pupil(s) will have earned the opportunity to go out for their break. If their behaviour is less than satisfactory then they will be on Breaktime Detention. (Fuller details under Sanctions).

If they have earned their break time pupils may;

- go outside and play on the yard or socialise with their friends,
- go to the recreation room and purchase something from the tuck shop,
- go to the recreation room and socialise but not buy food,

Behaviour at breaktime;

- Pupils are expected to behave within the bounds of what is considered normal behaviour.
- When pupils have a ball to play with they must engage in an acceptable game. Throwing the ball at others is bullying, kicking the ball at the windows is destructive. In these circumstances the ball will be removed from use for a period of time.
- At no time are pupils allowed on the car park or to climb the trees. These are both for safety reasons.

Access to Toilets

There is always a tension between pupil's abusing their access to toilets, e.g. to get out of doing work, using the privacy of the toilet area to vandalise the area and their genuine need to use the toilet. Having considered these issues, it is school policy that:

- the toilets are locked at all times,
- pupils may not go to the toilet during lessons / once lessons have started,
- before a lesson starts pupils will have access to the toilet, if they request to use it,
- at break time, lunchtime and at the end of assembly pupils may have access to the toilet.

Mealtime Routines and Behaviour

There are two lunch sittings. One at 12.05 and the other at 12.25. When the bell goes and pupils are released from class they make their way into the dining hall. Pupils then sit at one of the designated year group tables. (Two tables per year group). Support Staff will get their meal first and then sit with pupils. (The reason for staff going first is so that they can finish their meal and be available to supervise pupils without the pupils' having to wait.) On a rota basis each class has the opportunity to go up for their meal first. If pupils are wearing outside coats then these must be taken off before they start eating their meal.

Some pupils elect not to eat a meal. These pupils must stay in the dining hall as if they were having a meal and behave appropriately.

Pupils may not leave the dining hall until there are at least 2 staff to supervise them. Whilst pupils may clear their meal tray away they will then sit down until staff are available.

Pupils will be removed from the dining hall for any of the following actions;

- throwing food or water,
- taking or giving food, this is to prevent pupils being bullied to give their food away,
- inappropriate use of the cutlery,
- interfering with other pupils food or drink,
- shouting across the room,
- inappropriate conversations

If a pupil is seen to be participating in any of these activities then the pupil will be asked to take their meal elsewhere, usually the 1 to 1 room or a classroom, to finish it. It may be appropriate for the pupil to lose the remainder of their meal. Depending on circumstances, the following day the pupil may be required to eat their meal in isolation from the rest of the school or, if appropriate, join their class table as usual.

The member of staff who has dealt with the mealtime problem is also responsible for informing Mr Forster about what is happening the following day.

Mealtime Points

Pupils can earn up to 15 points for appropriate behaviour at mealtime. The pupil is responsible for asking a member of staff, who was in the dining hall, to fill in their points sheet. If a member of staff was sitting with the pupil then this is the member of staff who should complete the points sheet.

Lunchtime, after eating

After eating pupils may;

- go outside and play on the yard or socialise with their friends,
- go to the recreation room if available

Behaviour at lunchtime;

- Pupils are expected to behave within the bounds of what is considered normal behaviour.
- When pupils have a ball to play with they must engage in an acceptable game. Throwing the ball at others is bullying, kicking the ball at the windows is destructive. In these circumstances the ball will be removed from use for a period of time.
- At no time are pupils allowed on the car park or to climb the trees. These are both for safety reasons.

Close of the Day Assembly and Taxi Time

At the end of the school day pupils and staff will assemble in the dining hall/sports hall area. The school will sit in a short assembly will be led by the head or a member of the SLT. This assembly will reflect on the day highlighting positive features and congratulating pupils for their efforts. Announcements / reminders for the next day will be made. Once the assembly has ended pupils will remain in their seats and be dismissed to go onto their taxi, in an orderly manner, in the order in which taxis are waiting.

Pupils can earn points for appropriate behaviour during assembly and taxi time. The end of day PHSE session and assembly are linked together for the purposes of earning points.

Rewards Afternoon.

Rewards take place on a Friday afternoon although, occasionally, this may be a full day. To have earned a place on rewards pupils must earn the agreed number of points.

Absences which are genuine, and supported by a note or telephone call, earn average points based on the pupil's previous performance. This is the average of the other points that they have earned during the week NOT an average of full points. Unsubstantiated absences earn nil points for that period.

The rewards to be offered are determined and organised by the staff group and should be meaningful to the pupils. These rewards should be varied and sometimes involve the use of a whole group. The rewards activities are decided, in advance, by Mr Cogle and Mr Forster in consultation with colleagues. These are put up on the rewards notice board in the dining hall at least one week in advance. Pupils then have notice of the activities that they can work for.

On Thursday, after the end of the school day, the tutors total the points that their tutor group have earned that week. (Some tutors do this with pupils present during the Thursday end of day PHSE session).

- To be "on rewards" the pupil must achieve 863 points out of a possible 900 points total.
- With the agreement of the head or deputy head teacher, on an individual basis, this target figure may be reduced or increased depending on the medium / long term behavioural profile of the pupil.
- Pupils who earn between 882 - 900 points will be awarded a GOLD Achievement Award. This certificate will be given out during the end of day assembly on Friday afternoon.
- Pupils who earn between 864 – 881 points will be awarded a SILVER Achievement Award. This certificate will be given out during the end of day assembly on Friday afternoon .
- Pupils who earn 837 -863 points will be awarded a BRONZE Achievement Award. This certificate will be given out during the end of day assembly on Friday afternoon.
- Pupils who do not achieve the benchmark of 863 points have not earned the right to go on rewards and will be on Work Group.

During Friday morning Mr Forster will ascertain which rewards pupils are wishing to participate in. When selecting which rewards activity they would like to do the pupil with the highest points total for that week chooses first, and so on.

Some pupils, even though they have earned the right to choose a reward, may not be allowed to go off site. This will be a judgement made BY THE STAFF GROUP AT A STAFF MEETING. Such a decision will reflect the pupil's trustworthiness, off-site behaviour and danger to themselves or others.

Work Group

Being on Work Group means that the pupil follows an alternative academic timetable for a period of time. A pupil on Work Group will be expected to work from 1.00 to 2.45. The pupils on Work Group are catching up on the work that they have missed due to lack of application or because they were not behaving appropriately. This session is supervised by staff on a rota basis with a guideline of a maximum of 4 pupils to one staff member.

During all rewards activities, INCLUDING CATCH-UP GROUPS, pupils are earning points towards next week's activities.

Highly Desirable Rewards Activities

More popular or particularly desirable rewards:

Due to the profile of these rewards and the "status" that they have pupils may only choose one of these activities if they have earned a Points Certificate for that week.

Head Teacher's Award

At any time, a member of staff can send a pupil to the head teacher with a good piece of work. ("Good" is in relation to the individual pupil, not a class norm. "Good" may reflect the effort, perseverance, application, time spend, quantity as well as quality of the piece of work.). A Head Teacher's Award certificate that will be presented at the end of day assembly for that day. On a notice board, located by the toilets that lead to the changing rooms, there will be a chart indicating the number of Head Teacher's Awards a pupil has achieved. When a pupil in Y7 to Y9 achieves 10 awards, or multiples thereof, they will earn their lunch at McDonalds. When they achieve 20 awards they will earn their lunch at McDonalds.

Signing Out

Periodically staff will discuss the maturity and trustworthiness of each pupil in Y10 and Y11. If the pupil is considered trustworthy a parental permission form for "signing out" will be sent home. If, written, parental permission is forthcoming these Y10 and Y11 pupils are allowed to sign out at lunchtime. After the agreement of their form tutor(s) the pupils may leave the school premises, usually to walk to the shops. Pupils must carry a pupil pass before going off site. A maximum of 4 pupils are allowed off site at any one time. It is important that pupils understand that being allowed to sign out is a privilege and not a right,

At any time in the future any member of staff, or pupil, can ask for staff to reconsider our view. Some pupils will have earned our trust and are allowed to sign out. Others will have lost that privilege.

Super Rewards

From time to time pupils are given the opportunity to go on a "super reward". These are whole day reward sessions. They are usually available for pupils who have displayed improvement or effort. It is usual for pupils to be made aware that there is a super reward for them to aim for early in the term. On occasion, more usually with Y10 and Y11, a super reward is awarded to pupils without them being aware of it. The pupils would be given one days notice of the super reward and the reason for that reward being given.

Alongside the above systems is an ongoing system **for all pupils**, which involves the use of positive relationships between staff and pupils. Praise and encouragement are designed to lead to more successful outcomes.

There will be, regular rewards which are perceived as being **very** desirable by the pupils. These will be used to target individual's behavioural problems.

PUNISHMENTS AND SANCTIONS

There are a wide range of sanctions available to staff. Many of these sanctions have been developed by staff themselves, most are traditional. It must be stressed that staff apply a sanction because they disapprove of the behaviour from the pupil. The pupil needs to know why the sanction has been applied and to be able to appreciate that the sanction has happened because of their actions.

Break Time Detention

This option is detailed and explained earlier, under Mealtime Routines and Behaviour. A record of which pupils have been on detention, why and which member of staff has put them on detention. On a rota basis, two staff will manage the detention group.

Lunch Time Detention

Lunch time detention will be run as for break time. Staff need to let Mr Forster know at the start of the lunch break.

Bullying Sheets

We are committed to providing a supportive, caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere without fear of being bullied. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt

with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

The system was based upon colour (blue, yellow and pink) which represent three stages of bullying '**suspected**' (blue), **confirmed** (yellow) and **continuous** (pink). If students were suspected of bullying they will take a blue sheet around school and any bullying incidents will be recorded by staff. The issue of proof and responsibility was solved as at this stage it was up to the suspected bully to prove they were not involved in bullying behaviour.

If at this first stage any bullying behaviour is recorded on the blue sheet the student moves from a suspected to a confirmed bully and moves to the second stage – a yellow sheet – with sanctions or removal of privileges included.

The third stage of the system – a pink sheet – is introduced if further bullying takes place – this stage is known as 'continuous' and being on a pink sheet has further sanctions and loss of privileges associated with it.

A fourth level – **Red Sheet** was introduced and tougher sanctions and removal of **all** privileges was linked to this level. Isolation for example is one of the more extreme punishments associated with this final level of bullying behaviour. When on a RED sheet the pupils will be guided to the 1:1 room on entry to school, then attend tutor time as per normal.

After School Detention

Detention after school can be used as a punishment. However, staff need to remember a number of issues. Firstly, parents need to be informed of the detention. It is not appropriate to keep a pupil on detention if prior contact with the parent can not be achieved. The pupil will need to be supervised during the detention. The pupil will need to be taken home at the end of the detention. If staff are not prepared to meet these commitments or arrange for another member of staff to undertake them then the member of staff should not threaten or issue a detention. Some parents will give their permission for a detention that evening if you contact them by phone.

Unfinished work being sent home

This can be a very powerful tool. When considering this option, a number of factors need to be considered. Firstly, can we contact home so that they know their son will have work to do at home that evening and why? Secondly, will the work get home? If the taxi driver is supportive we can ask the driver to take the work and hand it over to the parent(s). If these issues can be resolved, then sending work home can be a positive strategy. Often pupils prefer this option than loosing breaks or lunch time at school.

Referring a Pupil to Senior Staff

Being sent to the headteacher or other senior member of staff can be a sanction. (This is different to being removed from the classroom). After being spoken to by the headteacher, or other member of staff, the pupil would return to class. **Note:** being sent to the head teacher, or other senior member of staff, can be used as a reward as well as a sanction.

Time Limited Exclusions

“All children have a right to an education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of exclusion, and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after exclusion.” DfE 21/06/12

Time limited exclusions may be applied in the following circumstances. The time limited exclusion would usually be for a period of 3 days. For the examples listed below the sanction of a time limited exclusion would, normally, be the **maximum** sanction for the misdemeanour.

- Inappropriate language to staff.
- Failure to comply with the school regime.
- Regular, persistent, refusal to do work,
- Specific, dangerous acts, e.g. climbing on the school roof.
- Calculated act of leaving the premises without permission.
- Persistent acts that stop the progress of the lesson, or other classes.

A number of acts that pupils may undertake at Atkinson House School, which are considered too serious for a 3 day time limited exclusion, are listed below. The options open to the headteacher is to issue a time limited exclusion of more than 3 days with a more structured readmission procedure, usually with pre-admission meeting between school, parents and pupil. Sometimes a school / pupil contract is negotiated between school and the pupil. Or the headteacher could issue a permanent exclusion/managed move.

The actions are as follows.

- Serious assault on a member of staff.
- Serious assault on a pupil.
- Serious damage to the fabric of the building including staff and visitors property / cars.

Note: by law a pupil may only receive 45 days time limited exclusion per academic year. After the 45th day the only action that would remove the pupil from school would be for the headteacher to propose to permanently exclude the pupil.

Readmission procedure after 3 day exclusion. If the time limited exclusion is the first exclusion the pupil has received that term, then the pupil will return to school on the specified date in the exclusion letter. On arrival in school the headteacher, or other senior member of staff, will discuss the pupils' behaviour that led up to the exclusion and the school's expectations of future behaviour.

If the time limited exclusion is the second exclusion the pupil will not be able to return to school until the parent(s) / carers have been to school to discuss the situation with the headteacher or deputy headteacher. This meeting would usually be scheduled to co-inside with the date for readmission stated in the exclusion letter.

REWARDS ON RETURN FROM EXCLUSION

A pupil is automatically on Work Group in the week in which they return from an exclusion.

Permanent Exclusion

Permanent Exclusion may be applied in the following circumstances. This would be the maximum sanction available **not the automatic** sanction to be applied.

- Unprovoked attack or assault on a member of staff.
- Unprovoked attack or assault on a pupil.
- Knowingly supplying prohibited substances (drugs) to other pupils.
- An act that is considered totally outside the bounds of normal and reasonable behaviour.

Authority to exclude pupils

Only the headteacher, or in his absence a member of the Senior Leadership Team (SLT), have the power to exclude pupils. Staff should note that they are ill advised to threaten a sanction or punishment that they do not have the authority to invoke.