



BEHAVIOUR POLICY: WHOLE SCHOOL

Independent Day School for Boys and Girls Fairley House School

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Aims

- To teach children right from wrong
- To help children understand the consequence of their own and others' actions
- To identify behaviour that is typical of children with specific learning difficulties so that it is not seen as misbehaviour
- To make reasonable adjustments to accommodate behaviours associated with specific learning difficulties, in accordance with the Equality Act 2010
- To address such behaviour appropriately to reduce its impact
- To help children gradually to overcome behaviours that might be seen as negative in mainstream settings so that by the time they leave they can behave in a manner that is acceptable in a mainstream class room, enabling transition
- To apply rewards in preference to sanctions to motivate children and raise self-esteem and confidence
- To differentiate rewards and sanctions according to the age and stage of the child
- To set out a clear framework of rewards and sanctions so that children know what to do to receive rewards and what will happen if they behave poorly
- To ensure that the policy is clear to children, staff, parents and governors
- To help staff to operate a consistent framework for behaviour
- To communicate with parents if their child's behaviour is outstandingly positive or if there is cause for concern

Background

Fairley House is a school for children with specific learning difficulties (SpLD): Dyslexia and/or Dyspraxia/Developmental Co-ordination Disorder (DCD) or Specific Language Impairment (SLI), sometimes combined with Attention Deficit Disorder (ADD), Attention Deficit Disorder with Hyperactivity (ADHD) or pragmatic/social skills difficulties. It is widely acknowledged that SpLD causes:

Frustration, anxiety and low self-esteem leading to an emotional overlay and behaviours, such as work avoidance or failure to take risks, which might involve:

- being unduly quiet, not participating
- being disruptive to distract attention from the task in hand
- asking to leave the room unnecessarily

- “thinking”
- lengthy searches for materials
- failure to attempt the task, slow to get started or little work produced

We aim to reduce these behaviours by:

- setting manageable tasks
- giving targeted support
- raising self-esteem
- giving positive feedback verbally or through marking
- a high level of staffing
- a calm and nurturing ethos
- high expectations for each child, with appropriate support to achieve them

Specific learning difficulties in themselves result in behaviours which may cause problems in the classroom, but which are not deliberate misbehaviour.

Dyslexic children may:

- have poor listening skills and memory, resulting in apparent disregard for instructions
- literal interpretation of language resulting in inappropriate responses
- Word finding difficulties resulting in slow responses that lack fluency, both orally and in writing

Strategies for dealing with these behaviours include:

- chunking instructions and presenting information visually as well as verbally
- Metacognitive (thinking about thinking) strategies for memory (visualising, rehearsal)
- teaching children how to listen
- teacher sensitivity to what has been misunderstood
- allowing time for the child to formulate a response

Dyspraxic (DCD) children may:

- have low or poor muscle tone, resulting in fidgeting
- have low stimulus level, necessitating regular movements and postural changes. These present as unnecessary fiddling, tapping, rocking or even humming or chanting.

Strategies for dealing with these behaviours include:

- Specific instruction in good sitting and good listening and encouragement to increase the amount of time children can manage this.
- Seating advice from an occupational therapist e.g. use of Move 'n' Sit cushion or Dycem.
- Occupational Therapy/PE to strengthen muscle tone
- OT provided objects to fiddle with rather than fiddling with everything that comes to hand
- Having only essential items for the task on the desk
- Setting a baseline, for a given behaviour then setting targets, negotiated with the child, for reducing occurrences below the baseline.

SLI children may:

- Not understand what is required
- Not be able to explain clearly what they want to say

Strategies for dealing with these behaviours include:

- Simplifying explanations
- Support from a speech and language therapist
- Alternative means of communication such as drawing a picture rather than writing or talking

Dyslexic and Dyspraxic children and those with SLI may:

- Process information slowly, resulting in withdrawal, inattention, poor understanding of cause and effect.

Strategies include:

- giving one instruction at a time
- Reminders for good sitting and good listening to gain attention before the teacher speaks

ADD/ADHD

Children are only admitted to FHS with these conditions if they can be managed effectively by behaviour modification and/or medication. However, there are times, for instance when medication is wearing off or 'a bad day', that the following behaviours may be seen:

- hyperactivity/hypoactivity
- impulsivity

- lack of concentration/attention
- disruption

Strategies include:

- a short period of 'time out' e.g. in the office following a phone call to the office by staff or in a designated spot just outside the classroom

Pragmatic difficulties

- lack of understanding of boundaries for behaviour
- inappropriate register in speaking to an adult
- lack of social awareness
- lack of understanding of another's view point

Strategies include:

- explicit teaching of interpersonal skills
- teacher explanations
- use of the peer group to support the child

Code of Conduct

Fairley House School has a clear Code of Conduct (**Rules** for the Junior Department, **Expectations** for the Senior Department). The Behaviour Policy has been regularly reviewed by the whole staff and amended when necessary. There are core principles which apply across sites but different rewards and sanctions (see Junior and Senior Policies). **All rewards and sanctions for each child are logged in an internal database** so that a record of individual conduct is kept and so that patterns can be discerned, particularly for misbehaviour.

Under section 131 of the School Standards and Framework Act corporal punishment is prohibited. Corporal punishment does not in any way fit the ethos of the school. The emphasis should be on encouraging good behaviour through rewards, raising self-esteem and motivating and teaching children to behave well. Sanctions should never involve corporal punishment and should never humiliate or frighten children. The only acceptable sanctions are those set out in the Behaviour Policy. The ban on corporal punishments extends to education offsite such as residential or day trips.

Rewards

- Should be applied liberally
- For younger children should be immediate

- Should be applied fairly to all who deserve them and not reserved for those the teacher wishes to encourage because of poor behaviour or low levels of achievement
- Should be concrete (e.g. credits recorded in the diary for seniors and for the junior a PHP)Personal House Point will also be recorded in the diaries. These are entered weekly into the database and the top scorers are mentioned during Assembly)
- Once recorded on the database: all PSPs and Credits are collated in forms and Houses which result in an extra reward at the end of the term, or start of the following term.

Sanctions

It is the aim of the behaviour policy to circumvent or prevent trouble by, for example:

- teaching that engages all children
- avoiding confrontation with children
- pre-empting problems if possible e.g. separating children who are having a disagreement
- making polite requests to children and expecting good manners from children in return
- providing a clear structure for what is expected (e.g. the going home procedure)
- reminding children of the rules regularly e.g. by rewarding a child who is following the rules
- follow a reminder and warning for low level misbehaviour (e.g. talking at the wrong time)
- Be immediate for serious misbehaviour (e.g. violence, swearing)
- Be applied fairly and consistently
- Be recorded

The role of the class teacher/form tutor

- To take a special interest in each child in the class/form and provide good pastoral care, including being an advocate for the child if necessary
- To have good communication with parents through phone, email, diary and face to face meetings
- To be the key person who keeps parents informed if behaviour is concerning
- To liaise with other members of staff who may have concerns

- To provide accurate and clear information on behaviour for external parties such as references for future schools or information for safeguarding agencies if they have concerns

Solution Circle

Solution circles are for children causing concern who are discussed in staff briefing, with the aim being to avoid dwelling on the problem, to find exceptions to the problem and to seek solutions or effective strategies and the circumstances which bring them about. We believe that the staff has the resources, expertise and ingenuity to find solutions to unacceptable or worrying behaviour by thinking through problems as a group and sharing suggestions for positive change.

Ground Rules for Discussing Children in Staff Meetings/Briefing

1. One person to present the problem
2. Avoid dwelling on the problem
3. Look for situations where child performs well/exceptions to the problem
4. Discussion should be solution focused
5. Keep discussion objective
6. Use professional language
7. Consider the child's specific strengths/interests that might be further cultivated to motivate or encourage
8. Consider what realistic outcome we are trying to achieve

Mentoring for children

Children requiring additional use of the pastoral system may be appointed a member of staff as a mentor. Children are usually allowed to select the member of staff they wish to have as a mentor. Regular appointments are made for the child to discuss any problems. The Head and Deputies are available to discuss children with any staff who feel they need help as a mentor. Any safeguarding issues that arise in mentoring sessions must be reported to the Head and (or in the case of the Head being absent the other CPO) on the day the concern becomes apparent (see Safeguarding Policy).

Interpersonal skills

Where particular aspects of behaviour cause concern, such as regular difficulty with social interaction, friendship problems or pragmatic difficulties, interpersonal skills may be included in the IEP. Sessions may be run by an

Occupational Therapist, Speech and Language Therapist, a particular member of staff that pupil may have a good rapport with or may be in the classroom led by the class teacher and a therapist working together. Pupils have access to the Head at all times should they prefer to speak to him.

Bullying

We do not permit bullying in any form and reports of bullying are always investigated and addressed. Sanctions may need to be given to bullies and are set out within the Behaviour Policy.

See Anti-bullying Policy for further details

Timetable monitoring

If there is considerable concern about a child's behaviour s(he) may be issued with a blank timetable to carry to all lessons, so each teacher can record a comment. This often has the effect of modifying behaviour, but if not, it allows us to monitor exactly what is happening. Staff will be informed in Briefing if a child is being monitored.

Alternatively, a specific target may be set and its success monitored through the timetable system. A clear target such as 'Put hand up to answer questions' would only need a tick and initials to indicate success. However, some targets may require a comment. The timetable will have explicit instructions/targets for teachers and the child at the top.

At going home time, the Head/Senior Teacher will see children's timetables and award a star or credit for a good day or targets met. Timetables are normally sent home for parents to initial each day to encourage good home-school liaison. Parents are normally informed when a child begins timetable monitoring.

Occasionally this system operates without the child's knowledge. In this case, staff put comments into a timetable blank on the computer, rather than the child carrying the timetable from lesson to lesson.

Self-monitoring

A suggested strategy for children with ADD, ADHD is to ask the child to self-monitor his or her attention/behaviour against a rating scale, aiming to match the teacher's rating. Self-monitoring is intended to increase the child's self-awareness and responsibility with the ultimate aim of improving attention/behaviour.

Circle Time

Circle Time is a part of the PSHEE curriculum to be used at the teacher's discretion. The teacher may wish to raise a concern about the way in which the class is interacting or behaving. Pupils are expected to take turns speaking and to listen to others respectfully. Some circles pass around an object and only the person holding it may speak. Part of the Circle Time philosophy is to offer

children Golden Time (a free choice of activities) weekly as a reward for good behaviour. Golden Time is offered to children in the Junior Department but not in the Senior Department.

Circle Time may be helpful at the start of the year to help the class to gel. Frequency of sessions thereafter is at the discretion of the class teacher. The school has Circle Time books and resources in the staff room. The purpose of the meeting is to try to find solutions to problems, or to celebrate successes.

Internal exclusion (Suspension).

An 'Internal' is a suspension held within the school, these are issued if a pupil has gained 5 detentions in one term (Senior Department) 5 Yellow cards in a half term (Junior School). The 'Internal' will remove the pupil from class for one day. The pupil will do work as normal but will be sat with the Head or a member of the Leadership Team for the day. If a pupil gains two internals in a term then it will be left to the Head to decide if the pupil's behaviour warrants a fixed term exclusion.

If a pupil's behaviour is such that they are upset and are unable to control themselves then the pupil may sit with a member of the leadership team to calm down and when this has occurred will be returned to class as normal.

Fixed term exclusion (Suspension)

In the case of extreme misbehaviour or repeated misbehaviour that does not cease in response to yellow cards (Juniors) or detentions (Seniors), the Head reserves the right to exclude the child, usually for one to three days. The aim is to emphasise the unacceptability of the child's behaviour, both to the child and parent, and to allow a cooling off period. Fixed term exclusion can allow the child some thinking time and can give staff and other children who have found a child difficult, some breathing space. Exclusion is unusual and rarely enforced because of its disruption to the child's education. However, against this must be balanced the disruptive effect of the child's behaviour on the education of other children. A typical reason for exclusion is violence against other people or blatant defiance in the face of teachers' instructions. It tends to have a salutary effect with the child usually returning in a more positive frame of mind.

Parents are notified in writing of a child's fixed term exclusion and of their right of appeal to the governing body. The letter will identify the reason for exclusion and its length. Parents are expected to accompany their child to school when he or she returns, for a meeting with the Head. The child is expected to express remorse and to discuss ways of improving behaviour. The discussion should be solution focused and should include ways school can help prevent problems. Agreed solutions should be communicated to all staff within the Senior or Junior Department so that they can help implement them.

Any fixed term exclusion would be recorded in the school's Record of Sanctions for Serious Disciplinary Offences and all related correspondence retained.

Permanent Exclusion

The school reserves the right to permanently exclude, or require the removal of, children in the case of persistent disruptive behaviour affecting the education of other children and failure to respond to the school's Behaviour Policy. It should be emphasised that permanent exclusion or required removal are exceptionally rare since the school is careful only to admit pupils who behave well.

Prior to permanent exclusion a plan will be devised to try to avoid permanent exclusion. The plan is devised in a meeting between the Head and Deputy Head, parents and the child. The meeting will make clear the risk of permanent exclusion and permanent exclusion should not come as a surprise to any of the parties. The plan is likely to incorporate measures proposed by the whole staff in a meeting about the child (Solution Circle). It will be put in writing for parents and staff and will incorporate clear targets for the child and strategies for staff. The child's response to the plan will be regularly reviewed, at first weekly, when possible in a meeting between the child, parents and the Head or Deputy. There should be good communication with parents where a child is at risk of permanent exclusion, by phone or email. If the child is unable to meet targets and continues to exhibit disruptive behaviour, a meeting will be held between the Head and the parents with permanent exclusion as a possible outcome.

Permanent exclusion or required removal will be notified to parents in writing and is subject to appeal to the governors. In accordance with the complaints procedure, appeal could go beyond the governors and be heard by someone who is not involved with the school. Any permanent exclusion would be recorded in the school's Record of Sanctions for Serious Disciplinary Offences and all related correspondence retained.

Permanent exclusion should only happen:

- in response to a serious one-off breach or persistent breaches of the school's behaviour policy **and**
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

In practice this means that there are two likely scenarios for a permanent exclusion

- your child has had a history of persistent disruptive behaviour and the school feel they cannot do anymore.
- your child has committed a single serious one-off offence, even if they have never been in trouble before. That might be something like theft or assaulting a pupil or member of staff or bringing a knife, drugs, cigarettes or alcohol into school.
- or anything that the Head's digression deems reasonable.

How do people know about the policy?

The Head or a Senior Teacher goes through the policy with new members of staff to ensure it is understood, as part of induction. If the policy is amended following review, a revised copy of the policy is given to all members of staff. The Parent Guide contains the main points of the policy and is sent to all new parents. Teachers ensure that all children in their class/form know the rules and how the system of rewards and sanctions works, at the beginning of the year and if new children start during the year. There is a meeting in September for all parents with their child's new class teacher/form tutor and rewards and sanctions are explained. New parents also meet the child's class teacher for the same purpose. The policy is on the school website in accordance with Independent Schools Standards Regulations 2013 for easy reference by all users.

Discretion

Pupils of Fairley House School all have their different needs and one policy will not accommodate the individual needs so each case is reviewed on an individual basis. Parents are kept well informed on behaviour.