

Bowden House School

Behaviour Policy

Bowden House School aims to meet the needs of students who present with social, emotional and mental health difficulties which have impacted upon their ability to learn in a mainstream setting. There is a 'whole school' approach to actively promote improvements in educational attainment, attendance and achievement together with the development of positive social skills. The school recognises the need to incorporate models of acceptable behaviour; to clearly define expectations of positive behaviour amongst its students and where measures are taken to address unacceptable behaviours, they are reasonable, proportionate and understood by all concerned. Bowden House School complies with all aspects of **Standard 12 of the National Minimum Standards (2015) – Promoting Positive Behaviour and Relationships** and with the Policies listed in **12.1 of the NMS (2015)**.

The school is also compliant with **Chapter 1, Sections 88 & 89 of the Education & Inspections Act (EIA) 2006** with the Headteacher and the school's Governing Body actively promoting and detailing the expectations of positive behaviour within the school through regular reviews of the Policies under 12.1 of the NMS (2015) and ensuring that they are accessible to all staff and students.

This Policy also takes account of the DfE 'Behaviour and Discipline in Schools'- Guidance for Governing Bodies (July 2013) and 'Behaviour and Discipline in Schools' - Advice to Headteachers and school staff (January 2016).

The Governing Body of Bowden House School expects this Behaviour Policy and other related Policies to include:

- Searching, Screening and Confiscation for prohibited and banned items ([see Searching, Screening and Confiscation Policy](#))
- the power to use reasonable force or make other physical contact ([see Behaviour Management/Positive Handling Policy](#))
- pastoral care for school staff accused of misconduct ([see LBTH Safeguarding Children Board – Procedures for Managing Allegations of Abuse Against Staff Working in Children's, School and Family Settings \(April 2018\)](#))
- when a multi-agency assessment should be considered for students who display continuous disruptive behaviour or his level of need demands that such intervention would be beneficial

The Education Act (2006) 89 (1) demands that the Headteacher must:

- a) promote, amongst students, self-discipline and proper regard for authority
- b) encourage good behaviour and respect for others on the part of students and in particular, prevent all forms of bullying (including cyber-bullying) amongst students
- c) secure the standard of behaviour of students that is acceptable
- d) secure students complete any tasks reasonably assigned to them in connection with their education and
- e) otherwise regulate the conduct of the students.

This requirement is embodied in this Policy through the adoption of the London Borough of Tower Hamlets 'Statement of Shared Principles of Behaviour' which states that all students:

- have the right to access learning in a safe, secure and structured environment, free from bullying (including cyber-bullying), harassment and discrimination
- have a responsibility to ensure that this right is afforded to others
- demonstrate respect for each other and for themselves within the learning environment. This includes mutual respect between the staff and the students of the school
- should act as ambassadors for the school both within the learning environment and the wider community
- should actively be listened to and engage in consultation on improving behaviour. This should include all those associated with the school – parents/carers; social workers (where applicable) and the whole school community
- should understand these rules and codes of behaviour in the school which should be clear, agreed and followed by all
- should be subject to an agreed system of rewards and sanctions to modify behaviour and these should be consistently applied by all staff ([see Page 6 of this Policy](#))
- should expect all staff members to act as positive role models. Positive behaviour should also be promoted through the curriculum ([see Safeguarding Code of Conduct](#))
- should receive appropriate support to enhance their learning
- should expect the school's Governing Body, under **Section 88 of the EIA**, to review this Policy on a regular basis to ensure that it accurately meets the current students' needs; that it is fairly and proportionately applied so that no group within the school is disadvantaged and that it reflects any changes to future cohorts of the school.

In addition to the 'Statement of Shared Principles of Behaviour', the school has a Statement of Purpose and a Student Handbook which clearly outline the school rules; expectations of behaviour and the opportunities within the school to improve positive outcomes and ensure progress in education and social skills.

Bowden House School Behaviour Policy promotes positive behaviour through:

- a consistent awareness and approach to combat any form of bullying (including cyber-bullying). The school's Anti-bullying Group (staff and students) meets regularly to design measures to combat bullying and ensure that the school is a safe place to live and learn
- clear, effective policies and procedures that embrace the essential ethos and values of the school

- the quality of its education which should be stimulating and diverse for the learner, reflecting high expectations of attainment in the classroom and where there is frequent recognition of achievement
- the provision of additional support to remove the barriers to learning
- support and guidance from all staff throughout a 24 hour curriculum within a highly structured environment that provides clearly defined boundaries; consistency of approach by all staff members; access to a range of recreational activities and new experiences to further promote achievement and feelings of self-worth and opportunities within the local community to improve independence skills
- clearly specified levels of rewards and sanctions ([see Page 6 of this Policy](#))
- the implementation of strategies to actively discourage bullying (including cyber-bullying); intimidation or discriminatory behaviour ([see Anti-Bullying Policy](#))
- a complaints procedure that is open and effectively implemented
- clearly displayed details of who students can contact should they feel unsafe in the school
- in-service training; regular staff meetings and staff supervision
- the development of positive home/school links.

Within this Policy it is expected that all staff are:

- punctual for lessons and duties
- well organised
- present work at the appropriate level
- record and report student progress
- be clear and explicit about their expectations of the students
- praise students when they do well
- maintain regular contact with parents/carers and others involved in the student's life
- be sensitive to the needs of the students; to help them develop within a 24 hour curriculum and respond effectively to their anxieties
- demonstrate and promote appropriate models of behaviour
- adhere to all school Policies and Procedures.

Many of the students attending Bowden House School display behaviours that are considered to be 'challenging' and therefore a range of strategies are deployed to address unwanted or unacceptable patterns of behaviour. These are addressed through the school's Behaviour Management/Positive Handling Policy which includes the range of deployed strategies to manage behaviour including holds and restraints.

Within the school's Behaviour Management/Positive Handling Policy it states that 'Police involvement may be required if there is a particularly violent incident that cannot be contained by the staff; if a student or member of staff is assaulted or significant damage is caused to the school/residential accommodation as a result of the incident. In these situations, staff/students can exercise their right to press charges upon the student concerned and the school has a duty of care to support them in their decision. The parents/carers, Social Workers/Guardians, etc., must be informed if any student is arrested by the Police'. Bowden House School will comply with the East Sussex protocol on Dealing with Crime Related Incidents in Schools'. **All staff members must inform the Headteacher or in his absence, the Deputy Headteacher, before contacting the Police.**

Each student has an Individual Learning Plan which includes agreed targets for academic and social development. Each student actively works within the school's 'Privilege' system which rewards efforts both within and outside the classroom. All students can move within the ranges of Copper, Bronze, Silver and Gold understanding that achieving their targets is a significant, contributory factor to gain access to any of these groups. Privilege Meetings are held on a fortnightly basis when the form tutor and keyworker meet with the student to discuss progress against targets. Students reaching the required number of points automatically move into the Privilege system. Points are awarded to reflect effort; maintenance or deterioration of behaviour and attainment set in their targets, which will determine their position within the system.

Negative behaviour both within and outside the school, is recorded and addressed by a range of sanctions which could affect the students' status within the school's Privilege system and/or result in curtailment of after school activities.

The school responds to the Behaviour and Discipline in Schools – Advice for Headteachers and school staff (January 2016) who have the power 'to discipline students for misbehaving outside the school premises to such an extent as is reasonable' by applying the range of sanctions used within the school which should be 'proportionate and fair'. The school ensures that there are rigorous Risk Assessments for all travel and activities beyond the school gate. All adventurous activities must be approved by EVOLVE. The students' Positive Handling Plans identify situations which could pose a risk to the student; other students; members of staff and the wider community. Careful consideration will be given by any member of staff organising an activity to the inclusion of a student (s) in an activity outside the school. Risk Assessments will detail what action will be taken in any given situation and staff and students are aware of this before they leave the school. If a student displays poor or unacceptable behaviour which poses a threat to others and the efforts of the staff do not address the situation, the activity will cease and if safe to do so, all students will return to the school. If additional staff are required to assist and the activity is local to the school, the Headteacher or on-call will be contacted for advice. The school has a Travel Policy which covers how staff will escort the students to and from the school and what actions they will take in the event of dangerous behaviour. If a student persistently misbehaves in the mini-bus, consideration will be given to him travelling to and from the school by public transport depending upon his age, understanding and with the agreement of his parent/carer. This can either be with staff acting as an escort or independent travel.

All Risk Assessments are reviewed on a regular basis and adjusted if there are changes in behaviour.

The school has an effective home/school relationship with parents/carers to ensure that there is a co-ordinated approach to understanding and addressing negative behaviours whilst recognising the efforts that students make to improve and sustain positive behaviour. Parents/carers are expected to:

- praise the students of this school when they do well and support them with appropriate advice when they experience difficulties
- show a positive attitude towards the school and what it has to offer
- attend all Review meetings and events held in the school, when possible
- attend the school when requested or be available for home visits or meetings within the Local Authority area so that all concerned can be part of the positive development of the students of Bowden House School.

The school maintains a written record in a bound book format, of all incidents of the Searching, Screening and Confiscation of students in compliance with Standards 9.4 & 12.1 of the National Minimum Standards, 2015; Section 550ZA of the Education Act 1996 and the [DfE Behaviour & Discipline in Schools – Guidance for Headteachers and staff \(January 2016\)](#)

Items prohibited by the school as detailed in the [DfE Behaviour & Discipline in Schools – Guidance for Headteachers and staff \(January 2016\)](#) include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- cigarettes/tobacco and lighters
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence; cause personal injury or damage to property

In addition to the above, items banned by the school include:

- mobile telephones
- expensive jewellery and electrical goods
- DVDs and other material that is age inappropriate
- aerosols.

School staff have the power to search without consent as detailed in the [DfE Behaviour & Discipline in Schools – Guidance for Headteachers and staff \(January 2016\)](#):

- knives, weapons, alcohol, illegal drugs where school staff have a statutory power to search without consent. The school has a Searching, Screening and Confiscation Policy.

Rewards

To encourage and promote good behaviour we have developed a new rewards system. Rewards have a motivational role in helping students to realise good behaviour is valued. A new robust system for rewards and sanctions will be implemented from this September (2017). The new system will enable us to identify a clear difference between attainment and behaviour in education and engagement and behaviour in care. This data can be scrutinised to celebrate successes and provide support where needed. The new system will involve the use of learning credits.

Learning credits

Learning credits (LC) will be awarded by all subject teachers for all lessons in education. The student will be awarded learning credits for attainment and behaviour in lessons. In care, all students will be awarded learning credits (LC) for engagement and behaviour at teatime, evening activities, settler and riser.

Both care and education will be recording in the same way for the students which will be a combination of letters and numbers each having a maximum value of 5 LCs

Education

Attainment	Behaviour
5 (5 lc)	A (5 lc)
4 (4 lc)	B (4 lc)
3 (3 lc)	C (3 lc)
2 (2 lc)	D (2 lc)
0 (0 lc)	0 (0 lc)

Care

Engagement	Behaviour
5 (5 lc)	A (5 lc)
4 (4 lc)	B (4 lc)
3 (3 lc)	C (3 lc)
2 (2 lc)	D (2 lc)
0 (0 lc)	0 (0 lc)

The learning credits have a monetary value of 1p and at the end of every week the students can earn a running total of their learning credit values. Students will then be able to convert their learning credits to prizes from Amazon.com at the end of each half term. Miss TVT and Miss Turner will have responsibility for collating the learning credits and ordering the prizes for the students. Students may choose to roll learning credits over to the following term in order to get a prize of greater value. Staff will be encouraged to give random rewards for good behaviour in lessons and around the school. These rewards can include verbal praise, extra learning credits, postcard home and telephone call home.

EDUCATION

Learning credits for attainment and progress which will be assessed as 5 4 3 2 0 and recorded on behaviour watch

- Students will complete the work to the best of their ability
- Students will make progress
- Students will engage in their learning and work independently
- Students will learn something new

5 - 5 learning credits	Engages in lessons and completes all the set tasks independently
4 - 4 learning credits	Completes most of the set work independently
3 - 3 learning credits	Needs considerable encouragement to complete some of the tasks
2 - 2 learning credits	Only partially completes tasks and didn't engage much in lesson

0 - 0 learning credits	Refuses to do task or absent from lesson
-------------------------------	--

The learning credits for behaviour which will be assessed as A B C D E and recorded on BehaviourWatch

- Students will be on time and remain in lesson
- Students will be respectful to staff
- Students will use appropriate behaviour and language
- Students will follow instructions

A - 5 learning credits	Outstanding behaviour throughout the lesson
B - 4 learning credits	Cooperative behaviour throughout the lesson
C - 3 learning credits	Satisfactory behaviour
D - 2 learning credits	Frequently unacceptable behaviour
0 - 0 learning credits	Unacceptable behaviour or absent from the lesson

CARE

Learning credits would also be given for engagement - 5 4 3 2 0 and recorded on BehaviourWatch

- Students will take an active role in the evening activities
- Students will settle well
- Students will engage in the evenings activities
- Students will be supportive and encouraging of others

5 - 5 learning credits	Engages in the evening activity and takes an active role and settles well
4 - 4 learning credits	Engages in evening activity with a little encouragement settling OK
3 - 3 learning credits	Needs considerable encouragement to engage in an activity
2 - 2 learning credits	Only partially engages in evening activity and needed several prompts to settle
0 - 0 learning credits	Refuses to do activity and requires considerable attention to settle

The learning credits would be given for behaviour which will be assessed as A B C D 0 and recorded on BehaviourWatch

- Students will be in the right place at the right time
- Students will be respectful to staff
- Students will use appropriate language and behaviour on activity and settle
- Students will follow instructions

A - 5 learning credits	Outstanding behaviour all night
B - 4 learning credits	Cooperative behaviour throughout the evening

C - 3 learning credits	Satisfactory behaviour throughout the evening
D - 2 learning credits	Frequently unacceptable behaviour
0 - 0 learning credits	Unacceptable behaviour or absent

Star of the week

At the end of every week, Lead teachers will award a Star of the Week Certificate and these students will gain an additional 50 LC for that week. At the end of every half term the Star of the Week data will be filtered and every student who has received the award will be sent a letter of commendation. The letter will cite how many Star of the Week Certificates have been awarded, as well as the subject areas in which they have been given. This is to be recorded on BehaviourWatch.

Book of Achievement

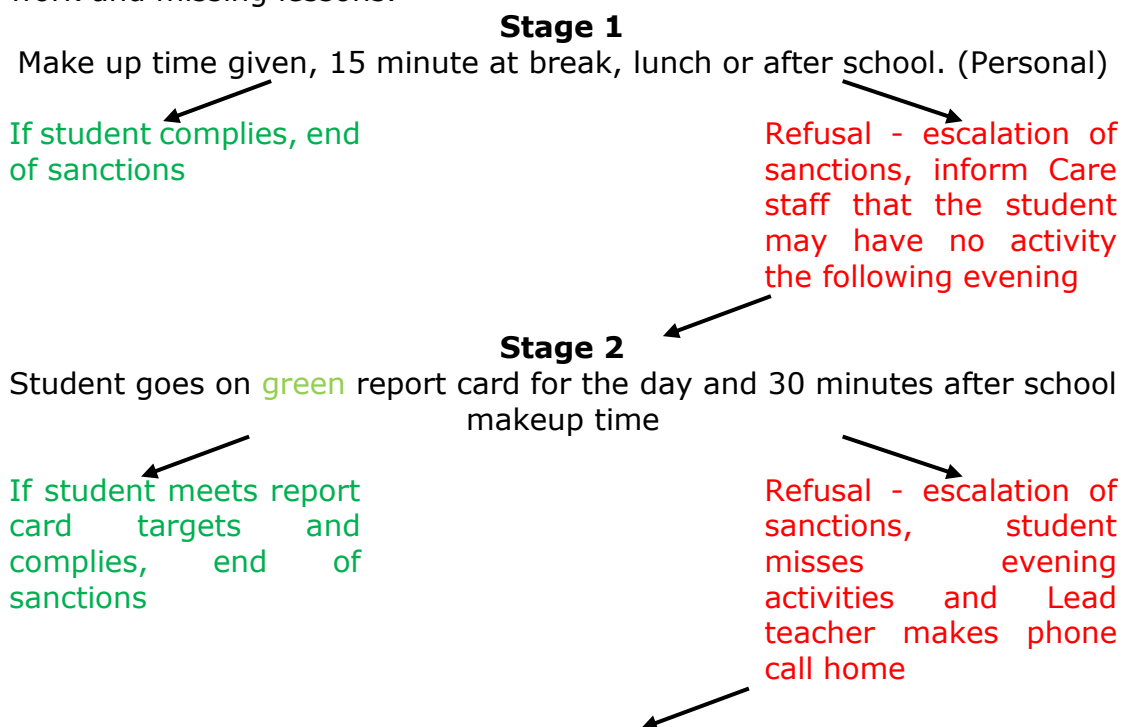
Students will be recognised for exceptional achievement in all areas of school life including sports, expressive arts and academic subjects. This achievement will come in the form of an entry in the Book of Achievement and the student will earn an additional 100 LC. This is to be recorded on BehaviourWatch.

Reward Trips

The students with the highest value of learning credits at the end of each term will have the first choice of drop down Wednesday reward trip which will only take place 3 times a year. Students with the lowest learning credits will stay in school for the day.

Sanctions

Sanctions are only effective if they are applied in a clear and consistent manner. A member of staff who applies a disciplinary action should record this on BehaviourWatch. There will be four stages to sanctions for minor misdemeanours such as damage to property, poor behaviour, incomplete work and missing lessons.



Stage 3

Student goes on **yellow** report card for the day, no lunch break activities and 30 minutes after school makeup time

If student meets report card targets and complies, end of sanctions

Refusal - escalation of sanctions, student misses evening activities and ELT will make phone call home

Stage 4

Student goes on **red** report card for the day, no lunch break activities, no break time activities and 30 minutes after school makeup time

If student meets report card targets and complies, end of sanctions

Refusal - escalation of sanctions, student misses evening activities and SLT make a phone call home

If after the four stages the student still has not complied then they will be on internal exclusion for the following day or if the following day is a Friday they will get a late bus home 3:00pm

The initial 15 minute makeup time will be in the Lead teacher's classroom. The 30 minutes after school make up time will be in the make-up time room from 4:00-4:30pm and will be staffed on a rota basis by all teaching staff.

On call/ removal from lessons

Any member of staff can use the on-call system to remove a student from lesson. During lesson time if a student does not respond to the suggested practice for managing his behaviour, then he can be removed from the lesson and sent to Maths Room 2/Library, to complete his work. The Lead teacher should send the class TA, if appropriate, to do the work with the students or on-call can assist. It is the responsibility of the Lead teacher to also record the incident on BehaviourWatch.

Internal exclusions

For some violent behaviour and/or damage, a student should be internally excluded for the day. The internal exclusion will take place in the PE office. If a student refuses to take part in the internal exclusion then he will be sent home at the SLT's discretion. Internal exclusion will be from 9:15am to 3:35pm

External exclusion.

Only the Head Teacher can externally exclude a student.

All exclusions must be for disciplinary reasons only.

It is unlawful to exclude students on the grounds of:

- poor academic attainment/ability
- the actions of their parents/carers
- the failure of a student to meet specific conditions before a reintegration meeting

Students can be given a fixed term exclusion when they are in serious breach of the school's rules on acceptable behaviour both in class; around the school building; the school grounds; in care time and within the local community.

Unacceptable and/or dangerous behaviour has the potential to harm the education or welfare of the student and/or others in the school. The school's Searching, Screening & Confiscation Policy clearly outlines the items that students should not bring into school. As with most schools, Bowden House will exclude a student who:

- is in possession of a knife and/or drugs
- seriously assaults another student or member of staff
- intends or has caused serious damage to property

Upon the student's return, the student and parent/carer must meet the Deputy Head for a reintegration meeting before the student is allowed back to lessons.


BehaviourWatch

Recording education attainment and behaviour points.


Login to BehaviourWatch

username **tdsvan-tongeren** password pin

Contact us on 0844 544 6685 or at enquiry@behaviourwatch.co.uk to book your free demonstration



HOME PRIMARY SECONDARY SPECIAL & PRU FEATURES PRODUCTS FAQ CONTACT US



Welcome to BehaviourWatch

Sales - 0844 544 6685 | Email - enquiry@behaviourwatch.co.uk | Remote Support

How do you measure behaviour?

BehaviourWatch is an advanced web-based system which allows schools to centralise their own recording systems and log incidents online, eliminating the need for paper-based reports. When incidents are logged, automatic emails will alert relevant staff and intelligent analysis enables quick identification of areas for concern. Most importantly the system is completely tailored to the individual school's needs.

Click on the learning credit tab.

News: [July 2017 - Development Cycle 1](#)

Ms T Van-tongeren

Register

Register Learning Cred **Class/Form** Bobcats **Period** Period 1 **Date** 04 Sep 2017

Timetable Default Timete **Subject** English **Location** Bungalow

Showing your form Showing your class

Student	5	4	3	2	0	A	B	C	D	0
Goodridge Kayden (Bobcats)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lattimer-Beddi Joshua (Bobcats)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moreira David (Bobcats)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stanley Liam (Bobcats)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Woolward Pierce (Bobcats)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your current group should come up ready to add grades. Click on an attainment and then behaviour grade.

School: Bowden House

Policy: Behaviour

Agreed: Autumn Term 2017

Responsibility: Governing Body

Review Date: Autumn Term 2019
(or earlier if there are legislative changes)

Signed by:

Chair of Governors

Date:
