



Jockey Club Sarah Roe School
賽馬會善樂學校

Behaviour Policy

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Policy on Behavior Management

This behaviour policy is for establishing a positive school ethos and promoting effective learning by promoting positive behaviour.

1) Introduction

The School aims to generate a climate which is clear, purposeful, and rewarding for staff and pupils. We hope to create an ethos relevant to the needs of young people in society and that reflects important values such as Respect, Responsibility and Integrity; Empathy and Understanding, Compassion and Tolerance.

At JCSRS we aim to establish:

- clearly stated expectations of what constitutes acceptable behaviour;
- effective behaviour management strategies;
- processes which recognise, teach, reward and celebrate positive behaviour;
- processes, rules and sanctions to deal with aggressive and challenging behaviour.

The school adopts the Team Teach Approach which provides a framework for conflict resolution. This approach has been registered with BILD as an appropriate method for use with pupils with emotional and behavioural difficulties.

We recognize that on occasions physical intervention may be required to help a pupil regain self control. This policy should be read in conjunction with the ESF Positive Handling Policy.

These two policies must be fully understood by all staff and be brought to staff attention every year by the Senior Management Team (SMT).

2) Principles

- We believe in rewarding positive behaviour.
- Pupils must be taught the school rules.
- Pupils should be taught both positive behaviour and to learn that all behaviour has consequences.
- Both pupils and staff need to be protected from any sort of physical violence.
- Pupils and staff need to have confidence that there are systems and precautions

賽馬會善樂學校

JOCKEY CLUB SARAH ROE SCHOOL

available to protect both them and their possessions.

- Staff must ensure that they do not place themselves in vulnerable situations. Clear limits should be given to pupils about appropriate and inappropriate physical contact and these should be consistently applied by all staff.

3) School rules and practices

3.1) school rules

We have simple whole school rules:

- Respect self
- Respect others
- Respect environment

These rules are designed to maintain a safe and supportive environment for all staff and students. Teachers and staff are responsible in making the rules concrete to teach students at their level of understanding, e.g. walk and not to run in the corridor. The class rules are specifically tailored to the physical environment and specific needs of a group or class where necessary.

Pupils should be given every opportunity to learn these rules. All rules need to be clearly understood both by staff and pupils and be consistently applied.

3.2) Encouraging positive behaviour

Activities engaged in by pupils will be designed to promote the positive aspects of the school, be intrinsically rewarding to the individual and beneficial to the community. All staff and pupils should seek to display, recognize and reward appropriate behaviours through a clear reward system based on individual needs including the use of tangible and intangible rewards.

These can be achieved by:

3.2.a)

Respecting the environment

All staff will undertake to promote respect for the environment by:

- Displaying work

- Encouraging the pupils to put up posters and personalise their own space
- Taking pride in the cleanliness and state of decoration of their areas
- Respecting individual space

Promoting school climate

- Staff will respond positively to all aspects of school life and convey this feeling to the pupils
- Pupils will be encouraged to see the positives in themselves and their actions through rewards, merits and praise
- Curriculum and extra-curricular activities will be planned and delivered to meet individual needs
- A formal system of credits, merits and prizes to recognise and congratulate pupils both in class and in school e.g. certificates and celebration assemblies

Encouraging good model behaviour

- Staff will display appropriate social models and take every opportunity, in class, in school meetings and during activities to give verbal approval of appropriate behaviours.
- Staff will support pupils in their attempts to maintain socially acceptable behaviour.

3.3) Discouraging unacceptable behaviour

- Staff should always challenge inappropriate behaviour; they should counsel the pupils on the nature of their inappropriate behaviour and suggest alternatives.
- When necessary, suitable sanctions will be used as a means of challenging inappropriate behaviour
- When applying sanctions, staff should always reinforce the distinction between the pupils' action/behaviour and their self worth i.e. rejects the unacceptable behaviour not the pupil
- The use of sanctions aim at teaching the pupil what he or she has done is unacceptable, deter the pupil from repeating that behaviour, and signal to other pupils that the behaviour is unacceptable and deter them from

repeating/copying it.

3.3.a) Acceptable sanctions

Sanctions must be used cautiously when dealing with difficult behaviour as they may lead to resentment amongst pupils. However, there are occasions when sanctions may need to be imposed.

Whenever sanctions are used they need to be:

- Understandable to the individual concerned
- Directly related to the incident
- Individualised and appropriate
- Applied as close to the timing of the incident as possible
- All staff should be consistent and fair in their use of sanctions

Acceptable sanctions include:

- The temporary restriction or withdrawal of privileges
- The imposition of extra tasks which should be designed to be positive and linked to the behaviour that invoked them
- A short term 'time out' to allow for a 'cooling off' period
- Returning early from trips if an individual behaves inappropriately during out of school activities

3.3.b) Unacceptable sanctions

These include:

- Physical punishment or the threat of any physical punishment
- Physical confrontation through the use of non-threatening gestures, language and posture
- Long period of time out (e.g. more than half an hour)
- The pupil being forced to stay in an unsupervised room
- The denial of contact with family or significant adults

4) Individual Behaviour Plan

- An Individual Behaviour Plan is included as part of the pupil's IEP whenever appropriate.
- There should be specific, measurable positive behaviour targets to develop and strategies to reduce the problem behaviours.
- The plan is developed in September of each academic year and is discussed with the parents at the first parents' meeting, or whenever necessary.
- There should be clear agreed review dates.
- Evaluations should be recorded and be shared with parents.

5) Management responsibility

5.1) Role of the SMT

- One of the VPs is the designated "behaviour leader" for the school.
- Support all staff in understanding the policy and practice in the school and in developing their behaviour management skills.
- Ensure staff have access to advice, training and development opportunities, including the use of Team Teach approach.
- Ensure parents have access to and understand the behaviour policy by including it in the parents information pack.
- Monitor the implementation and effectiveness of Individual Behaviour Management Plans.

5.2) Role of the teacher and staff

- Develop an effective Individual Behaviour Management Plan
- Share the plan with parents and update them on any progress
- Discuss and hold meetings with other staff and parents regarding behaviour management whenever necessary.
- Ensure a consistent approach to behaviour management throughout the whole school

5.3) Role of the parent

- Understand and respect the school's behaviour policy
- Work closely with the staff to improve the pupil's behaviour by adopting a consistent home/school approach.
- Inform the school if there are any major behaviour incidents at home that could have a significant impact on his/her behaviour at school
- At times, teachers may invite parents to work alongside the pupil in school to ensure consistent behaviour handling strategies.

6) Recording

- Any aggressive behaviour, whether injury is involved or not, should be recorded within 24 hours in the incident / accident form.
- The form should be completed by four parties; the witness of the incident, the class teacher, the nurse and a VP. (see Appendix 1)
- The form is kept by the school nurse.
- There is a monthly analysis of the behaviour record by the school nurse and or the class teacher. This is useful collection of evidence which can track pupil's improvement or regression of behaviour.

7) The use of restrictive physical intervention

Refer to the ESF Positive Handling Policy

8) Exclusion

Exceptionally difficult incidents where other pupils and staff's safety or property is threatened will occur from time to time. In such exceptional circumstances, where redirection and de-escalation has not prevented threatening behaviour, the concerned staff must immediately inform either the Behavioral Leader or the Principal. Necessary measures, including sending the pupil home, may be the last resort. The pupil should be kept in a supervised calm environment while waiting for parents' arrival. It is important to recognize that the school has a responsibility to protect all

staff and pupils' health and safety.

On extreme occasions, the pupil may be placed on a temporary suspension while steps are being put into place to enable the better management of a specific behaviour. However, a pupil would only be excluded after every other possible avenue has been explored. This decision must be finally agreed by the Principal.

This policy will be reviewed every three years by the Behavioral Team Leader after discussion with the teachers and School Council representatives.