



Behaviour Management

Policy Summary.

November 2020.



At Watermill School we believe:-

- That showing respect for each other, students, parents and staff is vital, and that each group should feel listened to.
- That students learn best in a calm atmosphere where lessons are designed to address their individual needs.
- That staff support good behaviour by teaching the behaviour they want to see, by recognising and praising when pupils behave well and by having high standards for their own, and their pupils, behaviour.

We aim to help our pupils to develop academically, emotionally, socially and physically. Helping our pupils to communicate effectively forms a very important part of this development. Pupils are taught, therefore, how to let other people know what they want and need in an appropriate way. This, in turn, helps our pupils to feel listened to and take their place as valued members of the school community.

To support the behaviour of our pupils, we ask our staff to:-

- Behave in a way that sets a great example to our pupils by being fair-minded, polite, respectful, friendly and approachable.
- Work with pupils so they know how to behave well. This means clearly telling children the behaviours that they are getting right and the behaviours they are getting wrong. Where behaviour needs to be improved, staff will make sure that pupils understand exactly what they need to do next to make those improvements.

To support the behaviour of our pupils, we ask Parents and Carers to:-

- Work in partnership with school staff to help us to address any worries we might have in school and let us know when their child is absent.
- Let us know if they have any worries or concerns about anything that's happening in school, in a calm and respectful way so that we can work together to address them.
- Reinforce the importance of good behaviour with their child.
- Make sure their child comes to school in their uniform and has a PE kit for PE.
- Behave in a way that sets a great example to our pupils whenever they visit school.
- Support the school in its zero tolerance approach to all types of bullying and harassment; this includes online bullying and prejudice-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation or gender reassignment.

To help our pupils choose the best behaviour they can, staff will always try to recognise and reward pupils when they behave well. These rewards may be big or small but some examples might be:-

- Verbal and non-verbal praise (PECS's cards, signing "well-done," high-fives, pat on the back, handshakes, thumbs-up etc.).
- Stickers.
- Good learner ticks on charts.
- Class DOJO points.
- Pupil of the week awards.
- Taking work to show other staff and classes.
- Points towards agreed rewards.
- Telephone calls home and positive comments in home-school books.

Following undesirable or unacceptable behaviour, negative consequences or sanctions may include, where appropriate:

- Reminder of appropriate behaviour.
- Telling the pupil to stop the behaviour, using words, signs or symbols where appropriate.
- Time-out, to allow time to calm before re-joining the group.
- Working away from the group for an agreed period, usually ranging from a part of one lesson, a whole lesson, half a day or a whole day.
- Detention at the convenience of the member of staff, taking place either at break-time, over lunch-break or in more extreme circumstances and where agreed with senior staff, after school.
- Phone calls home or messages in home school books to discuss the issues.
- Exclusion. This might be for a few days, or in very extreme cases, permanent. Senior staff would always contact home if this were to happen so that Parents and Carers knew why the decision had been made and what their rights of appeal were.

Holding pupils using MAPA©.

Very occasionally, when a pupil is behaving in a way that puts themselves, others and sometimes property in danger, staff are trained to hold pupils using a system which is intended to be as safe as possible for all involved. This system is MAPA©. More information is contained in the full behaviour policy, and a document called "MAPA® at Watermill School, A guide for parents and carers." Which you will find on page 18, in the appendices to the policy.

Extra support for pupils who need it comes from our mentoring team in school and from a number of visiting professionals like Educational Psychologists, CAMHS and a number of counselling and support services.

For a more detailed explanation of our behaviour policy, please see the full version, which is available on request from school and also on the school website, or speak to a member of staff.