

Behaviour Management Policy



Approved by: Sally O'Connor (School Manager) **Date:** 6th October 2020
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Next review due by: 6th October 2021

All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are generated and reviewed placing safeguarding at the heart of all that we do.

1. Aims

This policy aims to:

- Provide a consistent and positive approach to behaviour management
- Provide an approach that supports our pupils to develop the skills they need to manage their behaviour
- Have regard to the special educational needs of pupils and the impact of these on their behaviour
- Summarise the roles, responsibilities and expectations with regards to behaviour management

2. Legislation and Statutory Requirements

This policy is based on:

- The Special Educational Needs and Disability (SEND) Code of Practice, 2014 (DfE)
- Education (Independent School Standards) Regulations, 2014

[The Equality Act, 2010](#)

[Supporting Pupils with Medical Conditions at School](#), 2014 (DfE)

- Searching, Screening and Confiscation at School, 2018 (DfE)

[Behaviour and Discipline in Schools, 2016 \(DfE\)](#)

3. Related Policies

This policy should be read alongside:

- Incident and Information Reporting Policy
- Anti-Bullying Policy
- Exclusion Policy
- Staff Code of Conduct Policy
- Staff Development Policy

4. Principles

Behaviour in this school will be managed in such a way as to:

- Recognise and celebrate pupils' behavioural improvements and achievements

- provide pupils with a sense of success and positive achievement which will support them in feeling more able to make positive choices and confidently manage their own behaviour
- meet the emotional and educational needs of pupils
- raise the self-esteem and confidence of pupils

5. Roles and responsibilities

The Directors are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Centre Manager and Teaching & Learning Manager are responsible for reviewing and approving this behaviour policy. The Centre Manager and Teaching & Learning Manager will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour in the best interests of the pupil, and will monitor how staff implement this policy.

All school staff are responsible for:

- Building and maintaining positive professional relationships with all pupils
- Modelling calm and professional behaviour at all times
- Treating pupils with tolerance and respect
- Managing pupils in relation to their individual differences and behaviour support plans

6. Individual Behaviour Support Planning

Each pupil has a Behavioural Risk Assessment which is begun before they start at the school to include information from previous school/s and professionals. This individual behavioural risk assessment is then finalised after a pupil's induction period to include any new findings and observations.

The Behaviour Support Plan is then written to address issues raised in the Behavioural Risk Assessment and includes:

- The pupil's positive characteristics, strengths and interests
- The pupil's specific behaviours that are planned for
- Triggers that are known to bring about behaviours
- Warning clues
- Early interventions
- Active interventions
- Specific planning issues
- Interventions which should be avoided
- How the pupil can help his/herself to reduce difficulty/risk
- How success will be measured
- Key staff to be involved
- Further staff training required

This plan, and the proactive and reactive strategies, are reviewed regularly, in light of incidents of difficult behaviour and of successes. Staff apply a level of flexibility in accordance with the needs of the pupil, and their own dynamic with the pupil, on any given day. Staff recognise that a reduction in the frequency or intensity of poor behaviour is improvement and progress for an individual pupil.

7. Positive Behaviour Management Strategies

THRIVE

The Thrive Approach draws on insights in attachment theory, child development and neuroscience to provide a way of working with children and young people that supports optimal social and emotional development and helps them re-engage with life and learning. We base our emotional development planning and delivery on the Thrive programme. Each pupil has a Thrive assessment each half term which provide targets for emotional development which feed into Thrive programme planning, lesson delivery and intervention work for each pupil.

Early Intervention and De-escalation

We recognise that timely, well-chosen early interventions are the safest and most valuable way of influencing behaviour and de-escalating a situation. Staff are empowered to make decisions regarding the timing and style of early interventions, which may (but not exclusively) include, for example:

- Making a cup of tea and talking
- Negotiation and giving choices
- Reassurance and advice
- Planned or purposeful ignoring
- Providing a change of face
- Providing a change of activity
- Meeting with the Centre Manager so their voice can be heard
- A period of physical exercise
- Leaving the school with a member of staff to completely change the environment
- Moving the pupil away from the 'audience'
- 1:1 Thrive session

When people are paid attention to they feel validated, they feel important. The opposite is also true; people feel less important, and sometimes feel they need to up the ante, if they feel like they need attention. Paying attention doesn't just mean saying, "I'm listening." It means looking at the person, making eye contact and virtually listening with the entire body. By really listening, and conveying that through body language as well as words, our staff can take away a pupil's reason for escalating a situation.

Rewards

The behavioural expectations and specific needs of each pupil are taken into account when considering appropriate rewards. The staff team meet regularly to discuss the most effective methods of encouraging individual pupils and continue to pursue a variety of methods in order to continually motivate them; some pupils are best rewarded through a quiet word of praise and others respond well to a more public show of recognition. There are range of rewards, and many opportunities, to celebrate the pupils' success including regular presentation events, raffle tickets, phone calls home and our Gold, Silver and Bronze award trips. Our pupil designed Gold, Silver and Bronze reward system is scored from 1-10 in each lesson and based on behaviour and effort. These scores are added up at the end of term to determine the standard of trip each pupil has earnt.

Use of 'Time Out'

If a pupil wishes to remain in the building and find a space to calm down, they can choose any room to use for this, under staff supervision. If a pupil requires time away from a situation or away from the school site, staff will take that pupil to a safe place outside the building, and maybe a distance away from the building to give them the space and change of scene required to calm

Pupil Involvement and Voice

We recognise that pupil involvement in the planning of how best to support them to manage their own behaviour can enable them to take more ownership in the process, and pride in their own behavioural progress and improvement. We also recognise that greater involvement and engagement by pupils in the life of their school community supports important aspects of each pupils physical, emotional, social and educational development; see Pupil Voice Policy.

Parental / Carer Support and Contact

We seek the support of families to work as a team to help our pupils to improve their ability to self-regulate and make safe choices. The Centre Manager and school staff prioritise maintaining regular contact with parents/carers, keeping them fully informed and involved in the pupil's education and time at school.

Multi-agency support and Contact

The school will work with a variety of outside agencies to support pupils to address issues which are impacting on their behaviour. If there begins to be difficulties surrounding a pupil's behaviour where there were no difficulties before, or the levels of inappropriate behaviour have significantly increased, a multi-agency meeting will be arranged. The meeting will involve all professionals working with the pupil and will aim to find new strategies and ways forward to more effectively support the pupil. An Early Help Assessment may be considered to support the pupil and, potentially, their family.

8. Inappropriate Behaviour

Our staff address pupil's inappropriate behaviour in line with strategies contained within each individual pupil's behavioural support plan and with regard to their relationship and dynamic with each pupil on any given day. Therefore, inappropriate behaviour may go unaddressed but this will be part of the agreed behaviour management strategy for an individual pupil.

This school recognises that each pupil's capacity to manage their own behaviour is different and is dependent on internal and external factors, including their special educational needs.

In general, the behaviour that is deemed inappropriate in this school includes:

- Bullying / cyber bullying / abuse of social media
- Physical abuse
- Throwing causing harm
- Violence towards others
- Damage to property
- Verbal abuse / derogatory comments
- Threatening behaviour
- Use of racist or discriminatory language
- Lighting a fire / misuse of lighters
- Stealing
- Possession of a prohibited item
- Absconding
- Repeated deliberate intention to disregard social distancing rules (during present COVID 19 pandemic)
- Spitting directly at another person.

9. Overcoming Barriers

Smoking

We want to discourage young people from smoking but we recognise that for some of our pupils not being allowed to smoke would prevent them from attending school and would disrupt their education. Pupils may be permitted to smoke if they have written permission from their parents/ carers and they sign a smoking 'contract'. This contract outlines the rules that need to be followed, such as when and where they are permitted to smoke. Pupils must also

commit to attending any workshops, lessons, school nurse talks etc., which deal with the risks involved with smoking, and they will be regularly reminded of the support available to give up smoking.

Use of Mobile Phones

In order to prevent distractions, and to promote e-safety, all pupils are required to hand their phone in during morning tutor time and it is kept securely, in the office, until the end of the school day. All pupils, parents/ carers are aware that if they need to contact their child urgently they can call the school, on either our landline or mobile number, at any time. If a pupil is waiting for news, or is particularly anxious about something or someone, we will allow them to check their phone during break times.

The handing in of all mobile phones is non-negotiable and this is explained to all potential pupils and their parents/ carers when they first attend the school for an interview; it is made clear that by agreeing to attend the school they are agreeing to abide by this rule.

Absconding

If a pupil absconds from the school or a staff member, the pupil will be followed at a distance which does not provoke the pupil to run (putting themselves in a less safe situation) but which enables the staff member to retain sight of the pupil at all times. The staff member must report the absconding to the Centre Manager or a member of the SLT and follow directions given. If the staff member loses sight of the pupil then the Centre Manager/member of SLT will phone 999 to report them as missing and they will inform parents or carers.

10. Post incident Support

We recognise that, following a behavioural incident, pupils and staff may need time and space to be able to be calm and reflective. An appropriate staff member, or Centre Manager, will discuss the incident with the pupil at a time when the pupil has calmed sufficiently to ensure that the discussion itself does not create a situation of re-escalation. School staff are aware that other pupils may witness incidents that cause them to be upset and they will also be offered support. During post incident support the voice of the pupil will be listened to in order to inform understanding and outcomes.

11. Behaviour Tracking

The behavioural progress for each pupil will be tracked to provide a measure for current behaviour and to allow evaluation of interventions, monitoring of improvement, as well as enabling staff to develop effective and consistent interventions. Robust measures are in place to track, record and monitor behaviour utilising SchoolPod, the school's information management system.

12. Sanctions and Reprimands

This school prioritises rewarding positive behaviour as opposed to sanctioning poor behaviour. Consequences for poor or inappropriate behaviour will be personalised for each pupil but may include:

- Restorative action
- Keyworker meeting
- Meeting with Centre Manager
- Withdrawal of privileges
- Temporary change to timetable
- Phone call/meeting with parents/carers and other professionals
- Exclusion (see separate school policy)

Our school staff will make sparing and consistent use of reprimands, in a non-aggressive and advisory tone, addressing behaviour and not the person. Our staff will use private, rather than public reprimands whenever possible.

13. Restrictive Physical Intervention

School staff are MAPA trained ensuring that we operate within the principles of BILD and according to DfE guidance. In extreme circumstances, and where there is no other choice, restrictive physical interventions may be used by trained staff members, as follows:

- Restrictive physical intervention should be an absolute last resort
- Restrictive physical intervention will only be used when a person is in real danger i.e. causing real harm to themselves or others
- The least restrictive form of physical intervention will always be used and used for the shortest time possible for staff to gain control of the situation and eliminate the immediate risk of injury.
- All incidents involving restrictive physical intervention will be recorded and logged
- Post-incident support will be offered to the pupil and staff members involved in restrictive physical interventions
- Parents/carers will always be informed when a restrictive physical intervention has taken place
- Where relevant, social workers, Youth Offending Team or other involved professionals will be informed
- Each pupil's Behaviour Support Plan should be reviewed and updated if necessary following the use of restrictive intervention
- Under no circumstances should a pupil be struck or handled. Corporal punishment is illegal in all circumstances.

14. Prohibited Items

These items are completely banned within this school:

- Knives and weapons
- Alcohol
- Illegal drugs
- 'Legal highs'
- Stolen Items
- Fireworks
- Pornographic Images
- Corrosive liquids or materials
- Any item that has been used or is likely to be used to commit an offence, cause personal injury or damage to property

If a staff member becomes aware that a pupil has one or more of the above with them, they should immediately report the issue to the Centre Manager or member of SLT in their absence, who must take appropriate action. If the pupil refuses to engage, or the Centre Manager feels that there is any danger to any pupil or member of staff, they should immediately inform the police.

Weapons, knives and extreme or child pornography must always be handed to the police, otherwise it is for the Centre Manager to decide if and when to return an item. Discretion can be used e.g. if a pupil comes in with a small penknife, which they had in their pocket and are asking for it to be looked after until the end of the school day, the parents/carers should be informed, but the Centre Manager may well feel that the police do not need to be involved. The discovery of prohibited items should always be reported to parents/carers, commissioners and any other relevant professionals.

15. Searches

Although the DfE provides guidance relating to the searching of pupils, this course of action should be used with extreme caution. A pupil can be asked to empty their pockets or bag, but this should only be undertaken by the Centre Manager or an authorised staff member in his/her absence, and only when he/she has good reason to think

that the pupil has a prohibited item with them. If the pupil declines, the Centre Manager must consider measures to ensure that everybody is kept safe.

A search carried out without consent is allowed under the law, but is invasive and has the potential to damage relationships. Without consent, and with reasonable grounds, the Centre Manager or a member of school staff authorised by the Centre Manager can undertake a search if they are the same sex as the pupil being searched and there is a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

16. COVID 19

Annex to Behaviour Policy during COVID 19 Pandemic:

Whilst ensuring all staff and pupils follow safe social distancing guidelines, we have made changes in how we access our school safely reducing close interactions with many others:

- *We encourage and support our pupils in their hygiene, such as handwashing and sanitising.*
- *Hand sanitiser is accessible on entering the school, this is situated next to the entrance of all three school units.*
- *Moving around the school needs to be undertaken in a cautious manner to enable social distancing.*
- *Learning about, and directing our pupils about, sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands.*
- *Ensuring pupils know to inform an adult if they are experiencing any symptoms of coronavirus.*
- *Rules about sharing any equipment; pupils are provided with their own stationary.*
- *Organised use of toilets to ensure social distancing and appropriate hygiene measures to be implemented.*
- *There are clear rules about coughing or spitting at or towards any other person or purposely not social distancing*

Review

In order to ensure that this policy is relevant, if you have any suggestions for additions or amendments please email directors@ontrackededucation.com