

Behaviour Management Policy



Approved by: Penny Harris (Director) Jane Cox (Director) **Date:** 30th September 2022

Last reviewed on: 9th September 2021

Next review due by: 23rd September 2023

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 Advice for Schools, 2022 (DfE)
- [Behaviour and Discipline in Schools, 2016 \(DfE\)](#)
- Sexual violence and sexual harassment between children in schools and colleges, 2021 (DfE)

3. Related Policies

This policy should be read alongside:

- Incident and Information Reporting Policy
- Anti-Bullying Policy
- Suspension 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 Head Teacher and Behaviour Lead to account for its implementation.

The Head Teacher and Behaviour Lead are responsible for reviewing and approving this behaviour policy. The Behaviour Lead 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
- Treating pupils with tolerance and respect
- Managing pupils in relation to their individual differences and behaviour support plans
- Embedding the Thrive approach.

6. Individual Behaviour Support Planning

Each pupil has an individual Risk Assessment, which is begun when they start at our school, they may include information from previous school/s and professionals. This individual risk assessment is then an ongoing live document being reviewed/updated throughout the pupil's stay whilst attending on track education.

The Behaviour Support Plan is then written to address issues/concerns raised in the Risk Assessment alongside any other difficulties, previously known behaviour being displayed or information shared to support the student in these areas, this includes:

- The pupil's positive characteristics, strengths and interests
- The pupil's specific behaviours which may be displayed
- Triggers that are known to bring about behaviours
- Early interventions
- The Thrive Approach including: VRF's (Vital Relational Functions) and PACE (Playfulness, Acceptance, Curiosity, Empathy)
- Active interventions
- Specific planning issues
- Interventions which should be avoided/where possible
- How the pupil can help his/herself/themselves to reduce difficulty/risk
- How success will be measured
- Key staff to be involved

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 term, which provide targets for emotional development, which feed into Thrive programme planning, lesson delivery, and intervention work for each pupil.

All new students will be assessed using the Thrive behaviour assessments. This is to enable us to get a clear understanding of specific behaviours to focus our support when managing students during times of anxiety, upset and anger.

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:

- Thrive Approach (adapting our language used)
- Use of VRF's (Vital relational Functions)
- Use of PACE (playfulness, acceptance, curiosity, empathy)
- Making a cup of tea and talking
- Negotiation and giving limited choices
- Reassurance and advice
- Playing down the attention to the behaviour where safe to do so (not ignoring the pupil)
- Providing a change of face
- Providing a change of activity
- Meeting with the Pastoral Lead and/ or Behaviour Lead so their voice can be heard
- A period of physical exercise such as sensory circuits
- Leaving the school with a member of staff to completely change the environment
- Consider whether to move the pupil or the audience
- 1:1 Thrive session
- Daily access to their personal tutor
- Mediation to seek repair and closure.

When staff use the VRF's (Attunement, Validation, Containment and soothing/regulating), as our general way of being, the students feel heard and supported. If we do not take this approach as the adults, the students may feel that they do not matter and their own thoughts and feeling are not important. We recognise behaviour is a form of communication, which needs to be noticed, this includes body language, and tone of voice, proximity and eye contact. By really listening with our whole body, so the student experiences a 'good enough' experience of Attunement, validation, containment and soothing/ regulation by a responsive adult, we will reduce the likelihood of escalation.

Rewards

Rewards are used as an incentive towards the pupil managing and taking responsibility for their behaviour and ultimately towards them being able to regulate their behaviour independently. The school operates a reward/celebration points system that is applied to every lesson in relation to effort, behaviour and engagement in learning. These points then build towards an enrichment session on Fridays in which all students are included when deciding upon.

All pupils are able to earn ad-hoc, on the spot rewards. We recognise that not all pupils understand the concept of time; therefore, immediate rewards are sometimes more appropriate. We will seek to offer tailored rewards to meet individual pupil's needs where needed.

Celebrating and recognising success is an important factor in allowing pupils to understand their actions and begin to gain confidence in accepting praise. Alongside these celebrations the school runs activities each Friday to develop Wellbeing and soft skills.

Use of 'Time Out'

If a pupil wishes to remain in the building and find a space to calm down, they have an identified space/area detailed on their behaviour plan. A dedicated Thrive room is also available to all students who require a calming environment and additional staff available. 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. A decision about an appropriate location would be made based on knowledge of the individual and their behaviours and in line with their behaviour support plans.

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. The school has a Student counsel and each student meets with the Pastoral Lead at least once per term.

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 Pastoral Lead and Behaviour Lead, along with the Head Teacher 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 influencing 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.

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 and understanding.

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

- Bullying / cyber bullying / abuse of social media
- Child on child abuse

- Sexual violence
- Sexual harassment
- Harmful sexual behaviour
- Intimidating behaviour
- Physical abuse
- Throwing causing harm
- Violence towards others
- Serious damage to property that will require costly repairs
- Verbal abuse
- Threatening behaviour
- Use of racist or discriminatory language
- Lighting a fire / misuse of lighters
- Stealing
- Possession of a prohibited item
- Absconding
- Spitting directly at another person.

9. Overcoming Barriers

Smoking/ Use of Vapes

The school is a no smoking site. We want to discourage young people from smoking but we also recognise that not being allowed to smoke could be a barrier and prevent some young people from attending school. Young people who do smoke will be provided with resources and guidance to help them stop. Staff will continue to remind students of the health implications in smoking.

Use of Mobile Phones

Mobile phones can be a distraction, a trigger or on occasions a safeguarding concern, therefore we discourage pupils from bringing mobile phones into school. We are also aware that the lack of being able to contact family may provoke extreme anxiety responses and in turn create situations that are incompatible with the safety of others or the pupil concerned. We advise all pupils who bring mobile phones into school that their phones must be in their pocket, bag or a provided safe box during lesson times alternatively they can be handed into the front office during lesson times.

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, this would be depending on their individual support plan and risks to self (putting themselves in a less safe situation). This enables staff to retain sight of the pupil at all times. The staff member must report the absconding to a member of the SLT and follow directions given. If the staff member loses sight of the pupil then they should phone 999 to report them as missing, and inform the school managers who 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 reflect. The Head Teacher, Behaviour Lead or the pupils tutor 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 be offered support. During post incident support, the voice of the pupil will be listened to in order to inform understanding and outcomes.

De- Briefings Staff will also be given the opportunity to reflect following an incident with the Head Teacher, Deputy Head teacher or Behaviour Lead seeking what could have been done differently to avoid repeated incidents and help restore interactions.

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 record accomplishment and monitor behaviour utilising School Pod, the school's information management system.

Our behaviour analyst also compiles tracking records for suspensions, harmful sexual behaviours, bullying, physical interventions and discrimination.

12. Consequences 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
- Tutor meeting
- A natural occurring consequence
- Meeting with Head Teacher or Behaviour Lead
- Temporary change to timetable
- Phone call/meeting with parents/carers and other professionals
- Suspension (see separate school policy)
- Doing something kind for another

Our school staff will make sparing and consistent use of reprimands, in a non-aggressive tone whilst correcting the behaviour. Our staff will use private, rather than public reprimands whenever possible.

13. The least Restrictive Physical Intervention may be used

School staff are CPI 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, trained staff members may require a physical intervention, as follows:

- Physical intervention should be an absolute last resort
- Physical interventions will only be used when a person is in real danger i.e. causing, or likely to cause, 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.
- Any student having been supported by the use of a physical intervention will be offered immediate medical intervention.
- During a physical altercation, staff may separate pupils if it is safe to do so
- All incidents requiring a physical intervention will be recorded and logged
- Post-incident support will be offered to the pupil and staff members involved in the physical intervention
- Parents/carers will always be informed when a 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 an 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 Head Teacher or member of SLT in their absence, who must take appropriate action. If the pupil refuses to engage, or the SLT team member feels that there is a danger to any pupil or member of staff, they should immediately inform the police.

Weapons, knives and images or video of child sexual abuse must always be handed to the police, otherwise it is for the Head Teacher to decide if and when to return an item. 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 Head Teacher or an authorised staff member in 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 Head Teacher, or a member of SLT in their absence, must consider measures to ensure that everybody is kept safe. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk of serious harm being caused.

A search carried out without consent is allowed under the law, but is invasive and has the potential to damage relationships. The age and need of the pupil should be taken into account when deciding if a search should be carried out. Without consent, and with reasonable grounds, the Head Teacher or a member of SLT authorised by the Head Teacher or a Director 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. The pupil must not be required to remove any clothing other than outer clothing, i.e. that is not worn solely close to the skin or over a garment that is being worn as underwear.

Review

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