

Behaviour Management Policy

Behaviour Management Policy	
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Statement of intent

Talbot House Trust believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, resilience, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of reflection, praise and encouragement in which all pupils can achieve.

Our school rules:

Respect yourself

Try your best – be kind – avoid bad language

Respect others

Help others – be polite – support each other

Respect school

Look after our space

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1. Rewards – Pupil Points System

We have a pupil points rewards system that encourages pupils to respect themselves and others. We expect all pupils to be the best they can. During lessons staff will award a tick or cross depending on whether or not the pupil has met the expectations for effort and behaviour, followed by a positive comment and an improvement comment if appropriate. At the end of each Thursday we calculate the points and pupils are awarded pocket money up to £6. (During the pandemic we encourage pupils to follow our safety measures, wearing their mask, sanitising hands and keeping a 2 metre distance, which in turn can earn them an extra £1).

Pupils can also earn house points during their lessons to work towards a Gold, Silver or Bronze Reward Day which the House Group will participate in at the end of each half term.

At the end of each full term, individual pupil's points are calculated and they can also choose between Gold, Silver or Bronze rewards.

2. General Supervision

An essential ingredient within the Talbot House Trust environment is a commitment to, and an emphasis on, relationship-building. In this context we are required to intervene and interrupt poor behaviour as intermediaries between the children and the events and routines of the day, understanding the source of the behaviour and feelings, and what sustains them so that help can be provided.

Staff must be vigilant when pupils are out of direct view. This could be during breakfast, between lessons, break time, or lunchtimes.

Whenever possible staff should interact positively with our children so that further escalation of a situation is less likely to take place. This could be by staff initiating an activity; - pool, football, table games etc. Too much emphasis on straightforward 'policing' of situations is likely to negate what should be a valuable part of the school day for our children and a useful opportunity for staff to further interact in a positive way.

There are daily briefings, mornings and the end of day, staff meet to discuss any issues that may have arisen, overnight or during the school day. Daily phone calls are made, positive and negative at the end of the day.

3. Roles of responsibility

For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

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Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

Bullying – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual

Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

For the purpose of this policy, the school defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Refusing to complete homework,
- Disruption on transport
- Use of mobile phones without permission
- Graffiti

“**Unacceptable behaviour**” may be escalated as “**serious unacceptable behaviour**”, depending on the severity of the behaviour.

“**Challenging behaviour**” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

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Teaching staff are responsible for:

- Being familiar with each pupil's strengths, difficulties and needs and the detail within their EHCP and the potential behavioural difficulties they may experience.
- Being familiar with the detail within each pupil's EHCP.
- Using their knowledge of the pupil to keep each pupil's support plan up to date to work to limit any inappropriate behaviour and scaffold and support positive behaviours and outcomes.
- Accepting support and guidance, as well as seeking knowledge and support from the SLT, including the SENCo, when required.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that all pupils' behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for the behaviour of their child(ren) inside and outside of school.

Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers and support staff will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.

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- Engaging with pupils during lunchtime and break time.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers and support staff will establish clear expectations and follow our respect values – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Establishing a politeness policy to help pupils understand basic manners and respect.

The importance of showing respect to others:

- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Establishing a politeness ethos to help pupils understand basic manners and respect.
- Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, preparing them for adulthood.

The school aims to promote resilience as part of a whole-school approach, using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE
- Positive classroom management
- Developing social skills
- Working with parents

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- Peer support
- Thrive

All staff will record incidents, behaviour, communication via CPOMS and actioned. The expectation is that staff record at the first opportunity they have to ensure accuracy of an account. Other staff will then follow on within the 'action' box.

4. Understanding behaviour

Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

Antecedent **(A)**: what happens before the behaviour occurs.

Behaviour **(B)**: the behaviour that occurs.

Consequence **(C)**: the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur. Take into account where the behaviour takes place. Staff then can identify the support that needs to be put in place to minimise consequences and disruption.

At Talbot house we have implement a tiered approach using: the Pod, reflection spaces, reflection time, but at times it may be necessary to use the inclusion room or as a last resort use positive handling. (See restraint policy).

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

See annex A for flow chart

5. De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Applying the Thrive approach.
- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.

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- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation e.g. that if they stop the behaviour then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

6. Intervention

In line with the school's Physical Restraint and Reasonable Force Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving in a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an order to leave the classroom

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

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The Head Teacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Any physical intervention used will be conducted in line with the Physical Restraint and Use of Reasonable Force Policy.

Staff where ever possible will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil's parents/carers will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day in the event of health and safety and/or an exclusion has been issued.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the head teacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

7. Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner.

The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can enforce sanctions for pupil's misbehaviour outside of the school premises during the school hours when on a school related activity.

The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

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In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

8. Staff training

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction.

All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an annual basis.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

9. Exclusion

We will exclude a pupil if we have exhausted strategies and processes. Under section 36 of the Education Act 1944, parents have a duty to secure the education of their children.

All young people should be in school developing academically and socially. It is therefore our responsibility to keep to a minimum the occasions on which a young person is excluded from this school.

Exclusion is a disciplinary sanction to be used when all other sanctions have failed. Unlike most other sanctions outlined in this document, it is only to be used by the Head Teacher. Further, it is only to be used in response to serious breaches of the schools behaviour policy or of the criminal law (though this in itself should not always lead to automatic exclusion) and is not an appropriate response to every form of behavioural difficulty.

