Behaviour Management Policy

Philosophy and purpose of a behaviour management policy

The purpose of a behaviour policy is to support the vision and value of our school and ensure that the conduct of all members of the school community is consistent with the values of our school.

School rules

All pupils and staff at Red Marsh School must behave in a way that allows others to;

- Learn together,
- Care and respect each other,
- Have the opportunity to be challenged to meet their full potential
- Share appropriately together during work and leisure times.

These rules will be broken down into a format appropriate for individual pupils targeting only specific behaviour to support pupils to follow these rules.

Aims of behaviour management

- To overcome potential barriers to learning
- To ensure the safety and well-being of pupils, their peers, the general public and members of staff
- To protect the entitlement of pupils and staff to dignity and self respect
- To assist pupils in developing and demonstrating appropriate and relevant social skills
- To support parents in developing a consistent approach to coping with their child's behavioural difficulties

Encouraging good behaviour in school

A pupil is less likely to exhibit difficult behaviours if his / her self-esteem for example is high and if achievements are recognised and celebrated. **Rewards** such as a sticker, verbal praise or achievements recognised in star of the week assembly are all forms of rewards for good behaviour.

Remember build self-esteem and therefore good behaviour by:

- Showing respect for children in the way you listen, talk to them and use technology
- Seeking every opportunity, no matter how small to value the good things that a child does
- Enabling a child to succeed as 'nothing succeeds like success'

All staff must show pupils they are liked, respected and welcomed. They should demonstrate by their own example appropriate ways of expressing their emotions. A calm consistent approach and a sense of humour are important qualities that help to reduce tension and promote a sense of confidence and security in pupils.

Within school there is an expectation of how everyone is to behave, including staff, parents and visitors. This reinforces the idea that behaviour is not just a pupil issue, but one which relates to everyone. See the School's Code of practice.

The school organises itself in such a way that it positively encourages desired behaviours, including positive online behaviours through:
- Using effective and stimulating teaching methods
- Staff modelling appropriate behaviour
- Actively teaching strategies for resolving difficulties
- Providing appropriate opportunities for pupils having control over their learning environment
- Ensuring good behaviour and efforts are acknowledged systematically
- Creating a safe and predictable environment
- Communicating to pupils that they are valued, whatever their background or abilities
- Teaching social skills required to participate fully in the school
- Appropriate use of technology including online safety (see online safety policy for Key messages eg Be kind when you are online)
- Developing the Social and Emotional Aspects of Learning
- Ensuring all classes within school have a high staff teacher pupil ratio. It is important that these teams work well to ensure that a consistent approach is taken to behavioural issues.

Pupils are taught in an environment that is supportive to their emotional health and well being see Emotional Health and well being policy and PSHCE policy

Defining behaviours and making expectations clear
- Be Positive – describe the behaviour the school wants to see for example rather than saying 'don't run' say 'walk please'
- Praise good behaviour
- Minimising attention given to poor behaviour
- Use simple and precise language
- Enforced and enforceable expectations
- Explained and talk to pupils
- Decide in advance how you will respond when misbehaviour occurs
- Model and talk about positive online behaviour.

Home School Agreements
All parent/carers are required to sign a home school agreement that outlines the responsibility of the parent and school; including those around behaviour and attendance.

Unacceptable behaviours - responding to problems
Most behaviour should be responded to when it occurs by the staff present at the time and will need no special intervention or advice from others. Staff should feel confident in their response and feel supported by colleagues.

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- The exact method and style of response will inevitably vary depending on the staff, pupil and circumstances
- Sanctions should always be predictable
- No one approach will always be effective in all situations
- Avoid confrontation
- Staff should always make it clear that it is the behaviour that is disapproved of, not the child

The calmer you are the less the problem is likely to get inflamed. Remain CALM, be objective ask yourself

What caused the problem?

What is actually happening?

What do you want to happen?

NB: Any safeguarding concerns including inappropriate of technology must be reported to the DSL /OSL

- **De-escalation must be at the heart of all behaviour management within Red Marsh School.** If possible de-escalate behaviour for example redirecting a pupil to another activity.
- It may be necessary to remove the pupil from the audience and always summon help if needed
- Stay with the child as long as necessary and only return to the group when the child is ready
- Remind the child what it is you want him to do in order to return to the group e.g. When you are quiet you can return to the computer
- Rotate supervision / handling of pupils to lessen the strain on staff; some staff may be able to cope with the challenging behaviours better than others – **remember you are a team working together**
- Explain what you are doing and why you are taking sanctions such as removal to the child to help him understand what he has done wrong
- Explain the procedures to visitors / students so that they do not misinterpret the situation

Although we have to consider some behaviour as more seriously unacceptable than others, repeated misbehaviour would be treated as significantly more serious than one-off instances.

Behaviour management strategies

A whole range of approaches may be needed to deal with a particular problem. We may decide to ignore a behaviour displayed by one child but intervene and try to prevent another

child from performing the same behaviour. This suggests that for each individual child we must apply strategies and adapt them as necessary.

Non-aversive techniques are often useful for recurring behaviours – some examples are:
- To distract, divert or redirect the pupil
- To discover the cause of the behaviour and remove it
- To teach an alternative behaviour which achieves the same function as the problem behaviour (teach pupil to communicate desire to stop activity instead of up-turning table)
- To reinforce acceptable behaviours that are incompatible with the problem behaviour

Most difficult behaviour can effectively be dealt with by sensitive and consistent use of these techniques, sometimes combined with some fair sensitive and limiting voicing of disapproval or reprimand. The level of interaction should be kept to a minimum and the staff should always be aware of the next step, should it be necessary – these would include diversions, rule reminders, positive directions, use of positioning in the classroom and proximity to the pupil.

Some behaviour that may appear 'naughty' are typical of specific developmental stages such as climbing or throwing and may last longer with pupils with severe learning difficulties – the behaviours may be a problem that needs working on. It is advisable for staff to discuss specific incidents and experiences and contribute to develop a consistent approach to managing the behaviours.

Anti-Bullying Prevention including cyberbullying.

To prevent or tackle bullying including cyberbullying our school community works together to create an ethos of good behaviour and appropriate use of technology, where pupils and staff treat one another with respect because they understand this is the right way to behave. * The strategies in this policy identify ways to promote good behaviour, deal with difficult or challenging behaviour and together with detailed guidance in the schools anti bullying policy detail our approach to preventing bullying from occurring.

Conduct Outside the school Gate

When a pupil is supported by school staff in the community all the principles laid out in this behaviour policy will be applied. In circumstances where a pupils' behaviour is reported to be inappropriate outside school time the parent/carer of the child will be contacted and the behaviour discussed.

Challenging Behaviour

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There are some pupils with learning difficulties whose behaviour is considerably more challenging and for whom a Behaviour Management Plan will need to be formulated.

For the purpose of this policy, challenging behaviour is defined as any behaviour that is violent towards others, dangerous, self-injurious or socially unacceptable and regularly repeated and unresponsive to the strategies mentioned above.

The following stages should be followed:

1. The class staff should raise the problem with a senior manager
2. The class staff should identify and prioritise problem behaviours and possible strategies for intervention (positive, whenever possible). It may be considered necessary to involve outside agencies – educational psychologist. Teacher should share concerns with parent
3. The class staff should draft a Behaviour Management Plan using the school format
4. The class teacher should discuss and share the proposed plan with a member of the SLT
5. The Behaviour Management Plan must be checked with a senior manager, and shared with parents.
6. The class teacher must ensure the Behaviour Management Plan is shared and followed by all staff working with the pupil
7. All behaviour management plans must be reviewed at annual review time or when necessary

Special areas of concern -Use of positive handling (reasonable force)

Reasonable force should only be used as a last resort; however, it can be used to prevent any pupil from hurting themselves or others, from damaging property or from causing disorder. The decision on whether or not to physical intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstance.

Pupils who may require positive handling as part of a behaviour management strategy must have a behaviour plan. All staff who use positive handling techniques are Team Teach trained.

In circumstances where staff are using positive handling techniques they must follow guidelines in the policy document Care and Control of pupils.

Reporting

All Behaviour Incidents must be reported as detailed in the school's Incident and Reporting Policy

Multi Agency Assessment

If a pupil shows consistently challenging behaviour over a stained period of time the school will support pupil, families and staff by ensuring multi agency assessments and meetings take place in order to provide additional advice and support around behaviour.

Exclusions from School

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Where allowing your child to remain in school would seriously harm the education and welfare of your child or others in the school and prevent our school rules by being achieved the Headteacher can take a decision to exclude a pupil, including any pupils above or below compulsory school age, from the school for a fixed period of days or permanently.

The process of exclusion is based on a legal framework that can be complicated to understand. Please contact Lancashire County Council website if you would like any help in understanding this process.

Pastoral Care for Staff
It is recognised that dealing with challenging behaviour can be stressful. Therefore the SLT ensure that all staff are trained appropriately to deal with challenging behaviour and support staff around all aspects of behaviour management.

Date of policy: Autumn 2006

Reviewed: Autumn 2007, 2008, 2009, 2010, 2011,

Updated   Spring 2013, Spring 2017

Reviewed   Autumn 2013, 2014, 2015, 2016, 2017

To be reviewed: Autumn 2018

Appendix can be requested from the school office.

NB. This policy complies with section 89 of the Education and Inspection Act 2006 and also from September 2017 school will follow the statutory guidance for those with legal responsibility in relation to exclusion. September 2017 DFE.

Appendix 1

This policy should be read in conjunction with:
The Care and Control Policy
The Schools Code of Practice
The Incident and Reporting Policy
The Emotional Health and Well Being Policy
The PSHCE policy
AntiBullying Policy
Health and Safety Policy
Safeguarding Policy
Teaching and Learning Policy
Single Equality Policy
Schools complaint policy available on request from school

Appendix 2, 3 and 4 have all been quoted from the LCC Behaviour policy guidance for schools July 2012. This has been taken from the 2011 DFE documents and guidance for schools on aspects of behaviour.

Appendix 2

Screening and searching of pupils

"There are two sets of legal provision which enables school staff to confiscate items from pupils
The general power to
There are two sets of legal provisions which enable school staff to confiscate items from pupils:
1. The general power to discipline enables a member of staff to confiscate, or retain of a pupils' property. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. At Red Marsh School no item will be disposed of and items will be given to a member of SLT and they will be returned at the end of the day unless they are dangerous when they will be handed to a parent or carer. .

2. Power to search without consent for 'prohibited items' including:
a. Knives and weapons
b. Alcohol
c. Illegal drugs
d. Stolen items
e. Tobacco and cigarette papers
f. Pornographic images
g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police.

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Appendix 3

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.

5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff

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