



BEHAVIOUR MANAGEMENT POLICY

1. The Principles

The monitoring and fostering of good discipline is an integral part of the pastoral care programme, and is the responsibility of all staff. The philosophy of the School is to use a system of praise and appropriate rewards to reinforce positive self-discipline and social behaviour by the pupils.

The underlying philosophy throughout the School is the celebration of achievement, no matter how small, by positive recognition and reinforcement. Positive endeavour, along with desirable social behaviour, is recognised, highlighted and rewarded.

In all this, the School follows the Local Authority's disciplinary policy, which requires that pupils should regulate their conduct through self-discipline. As a fundamental principle, progress can only be made in cognitive development and positive behaviour with the co-operation and desire of the individual.

2. Roles and Responsibilities

- 2.1 The Governing Body will establish, in consultation with the Head Teacher, staff, pupils and parents/carers, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to staff, pupils and parents/carers, is non-discriminatory and the expectations are clear. Governors will support the School in maintaining high standards of desired behaviour of pupils and staff.
- 2.2 The Head Teacher will be responsible for the implementation and day to day management of the policy and procedures.
- 2.3 All staff, including volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Head Teacher on the effectiveness of the policy and procedures. They also have responsibility with the support of the Head Teacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- 2.4 The Governing Body, Head Teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to, and appropriately addressed.
- 2.5 Parents/carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the School. The School will encourage parents/carers to work in partnership with the School to assist it in



maintaining high standards of desired behaviour and will be actively encouraged to raise with the School any issues arising from the operation of the policy.

- 2.6 Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedure and expectations. Pupils will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

3. Code of Conduct

The School has developed a Code of Conduct which is a statement of the principles that govern everyone who is part of the School. It is a way of life in so much as it allows everyone to live in peace, harmony and able to work to achieve their full potential. The rules are agreed upon by everyone and are designed so that people can feel safe and happy. A copy is included in the Prospectus, issued to all pupils and parents/carers on admission and displayed throughout the School and Homes.

4. Procedures – Strategies for Promoting Positive Behaviour

4.1 The School has a profile system which is central to the work of the whole School. The aims of the system are:-

- to raise the achievement of every pupil by setting individual attainable targets in work and behaviour each week
- to focus attention on specific areas where each pupil needs to improve, or needs help
- to encourage individual pupils to take responsibility for their own actions, progress and for the care and well-being of other members of the School.

Every term a day is set aside for Target Setting. The pupil, a member of the Care Team responsible for the welfare of the child along with his/her Form Tutor will meet to discuss the next term's targets. These targets are applicable to the child's needs and are broken down into weekly achievable targets. The School profile includes sections for work, behaviour and for recording personal qualities such as maturity, co-operation, trust etc. The Homes targets include sections for behaviour, personal qualities, and a personal goal relating to social development.

Points are earned by pupils in each section of the profile for each period of time in the School day and in the Homes. The emphasis is always on earning points, not losing them. It is fundamental to the success of the child and the system, for pupils to be able to build on success and not failure.

When a child achieves the maximum points possible in both Home and School, they receive the greatest commendation, a Gold Certificate presented by the Head Teacher



in Assembly. At the end of the term the Top Achievers (usually the Top 14 qualify) are taken out for a special social trip.

4.2 In addition, the following strategies will be used to promote good behaviour:-

- Staff will praise pupils when they see good behaviour and say why they are pleased.
- Staff will learn the names of pupils to let them know they belong.
- Examples of good pupil work will be displayed throughout the School.
- Good behaviour and achievement will be commended through Assemblies, Briefings, Newsletters, commendation letters and contact with parents/carers.
- Other achievements, e.g. Curriculum Awards, Attendance, participation in Activities such as work experience, and any other special event or course of study will be recognised by special certificate or commendation.
- There will be regular assemblies which help to promote good behaviour
- Staff will be visible around the School, being seen to be interested in the pupils and in good self-discipline.
- A wide range of extra-curricular activities will be offered.
- Personalised learning programmes will be drawn up to meet the needs of all pupils
- Every effort will be made to ensure a pleasant School environment
- All adults will be good role models
- Encourage calm and orderly movement around the School.
- The use of positive and professional language when dealing with pupils.

5. Procedures: Strategies for Dealing with Negative Behaviour

Undesirable and negative behaviour is to be dealt with at the point of incidence by the use of techniques of de-escalation as detailed in the School's "Tool Kit". There is a hierarchy through which negative behaviour problem should pass until it reaches the lowest level at which it can be resolved. At each level, the pupil will be given an opportunity to reflect and change his/her response before the matter becomes more serious. This also gives pupils the maximum number of opportunities to learn from their mistakes, whilst giving staff the maximum number of opportunities to help the pupils reflect on the more positive aspects of their behaviour, build self-esteem and reinforce staff/pupil relationships.

5.1 Sanctions

Sanctions are needed to respond to undesirable behaviour. However, prior to any sanction being issued all strategies in the School's Tool Kit will have been actioned; staff at all levels will be fully supported by all colleagues in these processes. Whilst a variety of sanctions may be imposed for misconduct, corporal punishment, the enforcing or withholding of food, drink or medical aids is not permitted under any circumstances whatsoever.



5.1.1 Sanctions in School

A number of sanctions can be adopted, for example, having pupils back at the end of the School day to make up lost time, loss of freedom during break times and, in the event of extremely disruptive behaviour, the removal from the classroom for one to one work in a designated room. In each case, time will be given to help the pupil reflect on the more positive aspects of their work and relationships and to use the time to foster and build more positive relationships. Staff will record all sanctions in Teachers' Planners and on One Note.

5.1.2 Sanctions in Homes

- Children can be grounded, extra jobs given, loss of the privilege of using the play room, no visit to the local shop, early bed time, or sent to their room for a period to calm down during which period staff will monitor the situation until the child is more receptive.
- All sanctions will be recorded in the back of the pupil's individual hardback daily log book with numbered pages and will include the child's name, the date, the behaviour, the sanction the acceptance of the child and be countersigned by the member of the staff and the child.
- All sanction records will be read and countersigned on a weekly basis by either the Head or Deputy Head of Care.

6. Children Causing Concern

The School has a referral process for any child that may be causing concern – referrals can be made any time via the Children's Services Team. If, therefore, a child regularly has to be sanctioned they will be referred as a "Child Causing Concern". In discussion with both the Teaching and Care Teams, the Children's Services Team will work to identify, put in place and monitor support and strategies for the child in question.

7. Incidents

- 7.1 Incident Forms must be used to record more serious incidents of negative or undesirable behaviour. Staff are expected to complete these and put them in the dedicated tray in the Staff Room before they leave site at the end of their duty.
- 7.2 The Head or Deputy Head of Care will record a summary of all incidents in a hardback book with numbered pages; each Incident Report will be individually numbered and filed for reference purposes in a lockable cabinet in the Care Office.
- 7.3 Copies of serious incidents are recorded on the child's main file.

8. Physical Intervention

There may be occasion, for the protection of a child who is at risk or by the extreme nature of his/her behaviour is placing other pupils/staff at risk, where Physical Intervention may be needed. Physical Intervention will always be at the absolute minimum to ensure avoiding damage and personal injury.



The School uses PRIME training techniques the main emphasis of which is that Physical Intervention should always be used as a last resort. Staff are trained to help them deal with situations where Physical Intervention is required.

It is the right of every child, parent/carer, visitor or member of staff to make a complaint about a Physical Intervention; social services or the police may be informed. It is the right for a member of staff to request police action if they are assaulted by a child.

Should Physical Intervention be required in any way other than on the rarest of occasions, then the pupil must be regarded as beyond the resources of the School. In such cases, a Review to discuss the child's future educational provision will be arranged involving parents/carers and all relevant Agencies.

The completion of Physical Intervention Report Forms are treated with the same level of priority as Incident Forms. Staff are expected to complete Physical Intervention reports and put these in the dedicated tray in the Staff Room before they leave site at the end of their duty. The Head or Deputy Head of Care will record a summary of all Physical Interventions in a hardback book with numbered pages; each Intervention will be individually numbered and filed for reference purposes in a lockable cupboard in the Care Office.

9. Exclusions

There are occasions when a decision is made to exclude a child for a fixed period in response to serious breaches of the School's Behaviour Policy, or if allowing the child to remain in School would seriously harm the education or welfare of the child or others in the School. Such breaches might lead to a permanent exclusion.

In most cases exclusion will be the last resort after a range of measures have been tried to improve a child's behaviour. The Head or Deputy Head of the School will give careful consideration before a decision is made to exclude any child and in all cases once a decision to exclude has been made:-

- Parents/carers will automatically be contacted by telephone.
- A letter will be sent to the parents/carers informing them of:
 - The precise period and the reasons of the exclusion
 - The parent/carer's duties during the first 5 days
 - The parent/carer's rights to make representation to the Governing Body
 - The person the parent/carer should contact if they wish to make such representation
 - The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion
 - If relevant, the school day on which the pupil will be provided with full-time education; and



- If relevant details of a reintegration interview
 - Sources of information and advice.
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- Arrangements will be made to set and mark work during the initial 5 days of exclusion.
 - In the case of a Looked After Child, full-time educational provision will be arranged from the 1st day of exclusion.
 - Arrangements will be made to provide suitable full-time educational provision from and including the 6th consecutive day of exclusion. A reciprocal arrangement will be made with another school if it is considered necessary to provide full-time educational provision off-site.
 - The Governing Body will be informed if a pupil is being excluded for more than 15 days in any one term.
 - The number and reasons for exclusion will be regularly monitored by the Leadership Team and reported to the Governing Body on a termly basis.

10. Review

This Policy will be reviewed on an annual basis by the Governing Body in consultation with the Head Teacher, staff and pupils.

This Policy should be read in conjunction with the following policies:-

- *Code of Conduct*
- *Tool Kit*
- *Anti-Bullying*
- *Child Protection*
- *Safeguarding*
- *Physical Intervention (PRIME)*
- *Searching & Screening*
- *Risk Assessments*
- *Target Setting*
- *Internet Safety*

Location of documents/forms:

- *Electronic copies are available on the Learning Gateway*
- *Hard Copies of Incident/Physical Intervention Report Forms are available in the suspended filing box on the table in the Staff Room.*
- *Hardback Books for the recording of Sanctions are kept in the offices of the Homes, Incidents & Physical Interventions in the Care Office.*
- *In-School Sanctions are recorded in Teachers' Planners and on One Note.*