Behaviour Management Policy

The Greater Horseshoe School

Policy Number:	SU05	Originator:	Lukasz Miecznikowski
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This policy should be read in conjunction with the Greater Horseshoe School Equality Act Policy and Anti-Bullying Policy

1. Aim of the Policy
The aim of this policy is to outline the Behaviour Management system adopted by the Greater Horseshoe School and ensure that it is applied consistently.

2. Policy

2.1. Behavioural Management System
The most significant points of our behaviour management system are:
- Staff should focus on the student's observable and targeted behaviours and be aware that these behaviours can also be unlearned.
- Nearly all behaviours are the result of learning. Mentors work with individual students to put in behavioural strategies that encourage students to learn positive behaviours and unlearn negative behaviours.
- Behavioural change needs to be measured. Measurements enable us to be more precise and objective in estimating and measuring improvements.
- Students can learn on the basis of repeating behaviours that have been reinforced or rewarded. This is the basis of our behaviour management system.
- We plan programmes and activities that allow maximum opportunities for the student to achieve targets.
- We then "Catch them being good" and reward positive behaviours.

Our school believes that the therapeutic approach is needed when it comes to our young people attending the school. All staff are trained in the 'Therapeutic Approach' and this approach interlinks with Thrive, therefore having Thrive in our setting is absolutely essential to support out children more thoroughly and further with their social and emotional needs.

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As a school, we recognise that every young person has a right to feel comfortable, safe, feel special and have their needs met. We encourage our young people to voice how they feel and what they need from us. Therefore, building relationships and connecting with our young people is really important to our school. This enables them to trust us, talk to us, and feel safe with us.

2.2. Introduction

All our young people at the Greater Horseshoe School have an entitlement to receive the highest possible standard of care and a broad, balanced and relevant curriculum that spans their whole day. Due to their placement with us and because of emotional and behavioural difficulties, it is essential that in seeking behavioural change our aims should be to:

- Work consistently with our students to bring about behavioural change
- Be able to measure success and changes and patterns of behaviour
- Encourage a high level of academic and social success
- Provide planning to allow individuals to succeed
- Be in a position to provide feedback based on evidence
- Base our work with our students on their positive rather than their negative behaviour
- Be in a position to accurately identify a student's negative and excess behaviour(s) in order to provide input to bring about change and success.

All of our young people should enjoy a quality of life that recognises their rights as individuals and provides a stimulating environment where their needs can be addressed in order to equip them with the skills, knowledge and understanding they will require to take their place in society as responsible citizens.

The system seeks to be flexible in order to take into account the skill level of each individual young person and to provide a medium of consistency for both staff and students by managing and modifying behaviour, by way of reinforcement, by encouraging motivation and by aiming to increase self-esteem.

2.3. Recording and Rating Behaviour.

The 'points system' will run from Friday to Thursday. Each young person can therefore know the score they have earned at the end of each day. This score is contingent on the behaviour recorded and targets reached over the previous 24 hour period.

Education staff complete a feedback sheet for every lesson and tutorial and these are recorded on a daily Education Management System form for each student.

- The system is based on a structured approach that enables the school to manage both behaviour and engagement throughout the school day.
- The system promotes good behaviour; staff are able to observe students being engaged and achieving and to record scores appropriately.
- The system is measured based on time. If a student is on task or engaged for 25% of his/ her lesson then the teacher will award 1 mark. Likewise if the student is on task for 50% a second mark would be awarded. A total of four marks can be awarded for each of the 4 target areas.

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Area One-	Outcome	- maximum marks 4
Area Two-	Engagement	- maximum marks 4
Area Three-	Individual Support Plan target	- maximum marks 4

- A total of 12 marks can be gained over one lesson.
- The school has three lessons a day which means a total of 36 marks can be gained daily.
- The daily marks are calculated up. This points tally can be 'spent' on activities from the school's points reward catalogue. A copy of this is available for students to look at and choose from.
- Occasionally extra points are offered as an incentive to engage with activities such as Reading Week. These opportunities are made clear through visual resources and reinforcement by staff.

Weekly totals/Certificates	
Platinum	170
Gold	130
Silver	80
Bronze	40

- The tally is calculated over the week to allow the student to earn a coloured certificate which is issued weekly as when as appropriate.
- Students are introduced to the system on their induction of the school and understand what is expected of them in each lesson.

Staff can only record a rating on the behaviour they have actually seen or where they have direct evidence.

Students are encouraged to discuss their points at the end of each lesson and evaluate their achievements. They are entitled to know their personal ratings and should be encouraged to do so. This will inform the student of areas where they may wish to improve their engagement and behaviour.

While confidentiality in point tallies is essential, staff should frequently inform students of their personal scores and set targets to allow students to progress. This is particularly important in encouraging a student to improve their behaviour and in giving them warning when their behaviour is deteriorating to an unacceptable standard. Professionalism is crucial at this point; staff are encouraged to engage in a conversation that will show how a student can improve their behaviour and give them immediate recognition when they achieve this.

3. Agreed negative consequences:-

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We make every effort to ensure that sanctions are applied calmly, firmly and consistently. Quiet, private reminders as to expectations are often most effective, although we recognise the need to ensure that the child in question is not 'rewarded' for negative choices. Consequences should not include humiliation, sarcasm or being forced physically to comply.

Important features of consequences include:

- *a focus upon the misbehaviour rather than the child. e.g. "that was an unkind thing to do" rather than "you are a very unkind girl";
- *a message about what the child should do in future; *timing immediately after the misbehaviour; *sanctions appropriate to the misbehaviour;
- *looking for the possibility of praise after the punishment, to encourage more positive behaviour.

The sanctions in place at the Greatest Horseshoe School are **on the behaviour ladder**. They are on display and available for students during tutorials and the child's action and the consequence of this are discussed with them using the chart.

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els enhanced learning services

Stage 3

Meeting between Director of Education, Home, Local Authority, Virtual education, SEN and Head teacher

Stage 2

Meeting between Home, Local Authority, Virtual education, SEN and Head teacher

Action

Response

Ladder

Stage 1

Meeting between School and Home

Action (Red)
Smashing windows
Physical assault
Use of weapons
Racial abuse
Spitting at people
Setting fire alarm

HIGH
Incident report to be written

Response (Red)
Education offsite
Physical intervention
SLT Tutorial session
Separation
Alteration of timetable

Action (Yellow)
Inappropriate use of IT/Internet
Throwing items
Damage
Refusing regular lessons
Climbing on buildings
Physical aggression towards staff/students
Dangerous behaviour (cars)
Bullying

MEDIUM
Incident report to be written
(confirm with HT)

Response (Yellow)
IT use restricted
Restorative work
Separation
Review of Positive Support Plan/Risk Assessment
Tutorial session
Education offsite
Catch up work
Inform parents
Vehicle ban
No points awarded or deduction

Action (Green)
Foul language
Refusing to work with staff
Refusing lessons
Disrupting others/ encouraging others to make bad choices
Disrespecting equipment
Play fighting
Messing about
Making demands

LOW

If a behaviour is more frequent and all appropriate colour responses have been exhausted, then discussion with the mentor/staff should proceed to use responses from a higher level.

Response (Green)
Positive reinforcement
Separation
Time out/ space/ movement break
Verbal warning
Change of staff
Distraction/ sense of humour
Follow PBS
Questioning
Ignoring

Action

Response

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4. Approaches to behaviour management

Some students may seek confrontation. Such confrontation will need to be de-escalated skilfully by staff. They should ensure they do not model aggressive behaviour. Rather such behaviour should be discouraged in a calm and well-measured style. The basic school rules and generic behaviour system should reduce the possibility of major issues occurring. The use of a behaviour support plan for some children should also help with this. The restrictive physical management of students should only be used in **extreme** situations – a last resort rather than a first response.

The concept of behaviour management understood and used in our school is based around the positive philosophy, aims and ethos of the school in conjunction with current legislation.
Central to this is the positive encouragement of individual students by all relevant parties using specifically designed and agreed individual programmes of learning and behaviour.

Behaviour improves best where there is a shared agreement between students, parents, the local children's services and the school as to the best approaches to be used. Each party involved must accept their responsibility and work together to achieve the desired outcome for the individual student's welfare, education and development.

When a student is regularly displaying behaviours which are inappropriate or challenging and which require strategies which are above and beyond those which are part of everyday classroom management and organisation, the student will need a Behaviour Support Plan. It is expected that such behaviour will fall into one or more of the following categories:-

- ☐ Danger to self or others, either intentional or unintentional.
- ☐ Behaviour preventing access to learning.
- ☐ Disruptive behaviours in particular settings, making it unsafe for others.
- ☐ High frequency of unsafe behaviours.
- ☐ Refusal to work / disruptive behaviour, but not a danger to others

Proactive strategies which are those strategies used within lessons as part of the daily routine and organisation, such as:-

- ☐ Talking to a student in a calm and controlled manner, using his/her name first and a brief instruction.
- ☐ 'First....then...../now….next' (using visuals and symbols where appropriate).
- ☐ Having favoured choice activities available in class.
- ☐ If a student appears upset, talking calmly to him/her, repeating what is happening now and what he/she will be able to do next.
- ☐ Having a member of staff assigned to the student.
- ☐ Organisation of the classroom, e.g. distracting toys not accessible, positioning of students in class.

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- ☐ Advance warning of change of activity, e.g. count down; use of timer / music.
- ☐ Staff modelling appropriate behaviour.
- ☐ Praise for appropriate behaviour.
- ☐ Use of student's strengths and interests.
- ☐ Any person who comes into contact with a student, e.g. new staff are informed of what can happen and what strategies are in place to de-escalate situations to may occur.

Active Strategies are those which are used when a student is displaying signs of challenging behaviour and consists of strategies used to defuse or de-escalate situations:-

- ☐ Be aware of any warning signs that inappropriate behaviour may occur.
- ☐ Divert and distract by adding another activity or topic.
- ☐ Display calm body language.
- ☐ Talk low, slow and quietly.
- ☐ Use appropriate humour.
- ☐ Continue to remind of appropriate behaviour.
- ☐ Offer alternatives and options.
- ☐ Offer clear choices.
- ☐ Give clear directions for students to stop.
- ☐ Remind students about rules and likely outcomes.
- ☐ Set clear enforcement limits.
- ☐ Catch students being good; use praise.
- ☐ Calmly and quietly repeat instructions.
- ☐ 'First....then....' (using symbols) – first do required activity, and then receive favoured activity as reward.
- ☐ Remove student away from trigger and remove trigger.
- ☐ Remove an audience or take vulnerable students to a safer place.
- ☐ Use safe defensive measures, guiding the student away is he is trying to make physical contact.

- ☐ Effect a 'change of face' with colleague(s)
- ☐ Ensure that colleagues know what is happening, and get help.

A well chosen word can sometimes avert an escalating crisis. When students are becoming angry, there is no point in getting into an argument. Telling people to calm down can actually cause more anxiety. Pointing out what the student has done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

Reactive Interventions are the strategies that will be used if a student's behaviour escalates into a crisis situation, and could include the following:

- ☐ Make the environment safe.

- ☐ Move furniture.
- ☐ Remove objects that can be used as weapons.
- ☐ Guide assertively – hold or restrain if absolutely necessary.
- ☐ Change member of staff as needed.
- ☐ Planned ignoring.
- ☐ In a firm tone, repeat instructions.
- ☐ Inform students of consequences of his actions.
- ☐ Remove students to a safe area.
- ☐ Allow student time and space to :-
    - ☐ Process information and respond
    - ☐ Physically recover
    - ☐ Talk about the incident

Risk Assessments are discussed with parents / carers, at Parents' Evening and Annual Review meetings, and some strategies may require parental support, e.g. student being told that his/her parents will be called to take him/ her home once his/her behaviour reaches an agreed level. Where a student's behaviour is considered to be unduly disruptive to others or causing distress to the student themselves, regular withdrawal or time out may be negotiated.

5. Risk Assessments

Any student that requires a Positive Handling Plan must also have a risk assessment which considers the identification of any activities or environments that are associated with risk, establish the likelihood of risk for an individual student or students, estimate the consequences of a negative outcome and take steps to avoid unreasonable risk. Risk assessment should contain all relevant information and be regularly reviewed, and is included within the Positive Handling Plan. In order to preserve the dignity and promote positive community presence of students, staff must act to ensure that all reasonable measures are in place to reduce the risk of students displaying challenging behaviour in public settings. Staff must carry identification with them when supporting children in community settings and be prepared to explain, or otherwise communicate, the necessity of their actions.

6. Positive Handling and Physical Intervention

The school ensures that the appropriate departments within Children's Services, parents / carers and potential students are made aware of the school's policy on the physical management of students. This is discussed with parents / carers and potential students at interview where the reasons for and the methods used to physically manage behaviour should be demonstrated. This should ensure that all concerned have a clear understanding of the school's approaches, and should the physical management of a student be required, or if a child witnesses the restrictive physical management of another student, then the method used should not come as a shock to him/her.

6. Links with other Policies

This policy links to the following policies and procedures:

- Staff code of Conduct
- Complaints
- Attendance
- Online safety
- Sex and relationship education
- Curriculum
- Mobile Phone Policy
- Thrive Policy
- Positive Handling Policy
- Anti-Bullying Policy

7. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Group Director for Education and Learning. Enhanced Children's Services will then actively respond to the enquiry.

This policy is written by Lukasz Miecznikowski   Date: 1st of May 2020

Signed
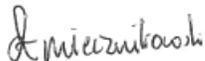
This policy is quality assured by Jason Goddard, Group Director for Education and Learning.

Signed: Date: 1st of June 2020

The policy is quality assured by Governor: