



Behaviour Management Policy
2022- 2024

DOCUMENT HISTORY

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At our school there is an expectation of good behaviour at all times. We believe that high standards of behaviour need to be in place and sustained for effective learning to take place.

As a school we recognise that behaviours will often be a communicator of an unmet need, the result of an anxiety or feeling of lack of safety, or the presentation of a previously learnt response. As a staff team we will endeavor to consider this in our response and strategies we use to support all of the parties involved in any dysregulated or anti-social behaviour within school.

Rationale

Communities are most effective when their members have high esteem and respect for each other. This encourages the development of self-discipline, enabling students to become responsible members of society. Everyone has the right to feel happy and safe whatever their age, ability, gender, race, religion or sexual orientation.

We have a shared understanding that all young people need to have the experience of an adult providing them with a safe foundation and calming actions to support them to develop a secure stress regulation system that can manage the ups and downs of daily life. Without these experiences young people will struggle to control their emotions and responses when exposed to difficult situations.

We also understand that in times of dysregulation students will often be unable to make positive or productive decisions and will need the support of adults around them to make good choices. They will often also require the opportunity to practice and be supported to think through the actions that they have taken, the consequences of these actions, the planning of preventative strategies to be used in the future and how to repair damaged relationships.

We recognised that to promote a sense of safety and regulation for all students, rules and boundaries within school must be consistently and fairly applied. High expectations will be met through a balance of nurture and structure in all areas of school life and we recognise the value of teaching into the breakdown and repair of relationships to develop a secure understanding and attachment. We will actively adopt a stance of PACE (playfulness, acceptance, curiosity and empathy) in our communication with students and be aware that staff interactions with each other should always be conducted in a way that models the most respectful and positive relationships possible.

Aims

- To support the development of more robust stress regulation systems for all of our students.
- To develop more independence to manage emotions and to work through the outcome of dysregulated behaviours.
- To support the creation of strategies to manage future situation in better ways.
- To facilitate the repair of relationships across school.
- To provide structure and containment by offered clear boundaries and expectations.
- To practically demonstrate through staff actions and responses our shared understanding of the causes of behaviour.
- To develop mutual respect between the members of the school community.
- To encourage good manners and increase awareness of a code of acceptable behaviour.
- To develop self awareness of how actions and words are perceived by others
- To build in children an ability to manage their feelings and to take action to avoid conflict
- To keep all students motivated through systems that reward positive behaviour.
- To develop empathy in students so they understand why people behave the way they do in certain situations
- To develop social skills which enable students to discuss with their peers difficult and challenging issues
- To encourage the development of self-discipline.
- To encourage tolerance and celebration of difference so all equality groups feel equally valued.

Guidelines

- Adults should demonstrate mutual respect as an example to the students.
- There should be a fair and consistent approach to unacceptable behaviour.

- Positive behaviour and good manners should be praised and held in high esteem.
- Students should be encouraged to reflect upon their actions.
- Student's behaviour is best tackled by motivating them with work which has the correct level of challenge and by using positive reinforcement to promote the desired behaviour.
- Initial responses from staff will give consideration to our shared understanding of behaviour as a communicator of unmet need.
- Discussion of the incident, planning of strategies to prevent future occurrences and repair of relationships will only happen once the student is regulated and able to engage.
- Consequences or outcomes of the behaviour will support learning and understanding of appropriate behaviour for the student.
- Staff will consider their own state of regulation and containment before looking to support a dysregulated student.

Promoting Appropriate Behaviour

The school teaches students to use appropriate behaviours.

- ❖ *We will do as we are asked first time*
- ❖ *We will look after ourselves*
- ❖ *We will look after our friends*
- ❖ *We will try our best to learn*
- ❖ *We will keep hands, feet, wheels (in the case of wheel chair or other mobility aid users) and unkind words to ourselves.*

- Acknowledge and reward these behaviours and the general contribution made to the life of the school, as well as academic progress and achievement.
- Ensure all students and staff are aware of what behaviour is expected and what is unacceptable.
- Promote co-operation, understanding, consideration, honesty, fairness, and politeness, friendly and caring behaviours.
- Developing an understanding of individual rights and individual responsibilities.
- Develop an awareness of, and strategies for countering, discrimination in any form; celebrating differences and diversity.
- Non-acceptance of aggressive behaviours (violence, harassment, physical or verbal abuse, insolence or bullying).
- Realise that all individuals are different and that expectations can vary amongst our student population.
- Providing containment and safety throughout the school day, including consistent upholding of adherence to boundaries and expectations.

Preventing Inappropriate Behaviour

The prevention of behavioural problems arising is of paramount importance.

Attention must be given to:

- Effective classroom organisation and management.
- Appropriate curriculum provision.
- Establishment of effective relationships.
- Teaching of co-operative strategies.
- Acknowledging and rewarding positive behaviour.
- Development of self-esteem.
- Emotional intelligence, teaching feelings language
- Providing co-regulation of emotions for students unable to manage this for themselves.

More specifically students must be taught:

- To move appropriately in and out of and around the school building.
- To be polite to adults and other students.
- To be tolerant of other children.
- To realise that everyone is different and to accept each other
- To empathise with each other.
- To develop strategies to deal with upsetting or aggressive behaviour.
- To take responsibility for their behaviour and to understand that no one else can be
- blamed for their behaviour.
- To report incidents of bullying behaviour involving themselves or others.

Students who use appropriate behaviours must be encouraged and rewarded.

Rewarding good behaviour must be the norm.

Reward and Sanction Systems

Rewards need to be frequent, consistent and sure to happen in order to be effective. The most effective reward is the use of praise, smiling, acknowledging and thanking children for their behaviour.

Sir Charles Parsons School has an effective, consistent system in place to reward children for appropriate behaviour and impose sanctions for unacceptable behaviour.

Appendix 1

Exceptional behaviour will be rewarded with recognition from the Head Teacher. This may include a congratulatory letter home to parents or carers.

In dealing with unacceptable behaviours

- All staff to share the same understanding of the requirements of this policy.
- Fairness and consistency must be seen to apply in praising/ rewarding good behaviours and applying sanction for unacceptable behaviours.
- Where staff are concerned about the behaviour of a student, they will raise the matter with the student's pastoral team and if necessary with appropriate member of the leadership group to determine how the problem should be addressed.
- Where a student support plan and risk assessment is provided, it will be drawn-up in consultation with the student's parents and pastoral staff.
- Student support plans and risk assessments will be inserted into the "Class Book" and copies displayed in the staffroom.
- Student support plans and risk assessments will be reviewed regularly and amended in the light of their effectiveness.
- During structured lesson times, a member of our intervention team will be available to assist.
- If assistance is needed from the intervention team, staff with the student will telephone/radio the office staff who will then provide relevant information to the intervention team.
- Initial responses from staff will give consideration to our shared understanding of behaviour as a communicator of unmet need.
- Discussion of the incident, planning of strategies to prevent future occurrences and repair of relationships will only happen once the student is regulated and able to engage.
- Consequences or outcomes of the behaviour will support learning and understanding of appropriate behaviour for the student.
- Staff will consider their own state of regulation and containment before looking to support a dysregulated student.

Inappropriate and unacceptable behaviours

In the case of persistent behavioural problems, parents/carers will be informed.

Extreme behaviour does present itself in school from time to time. It is the responsibility of all members of staff to deal appropriately and consistently with unacceptable behaviour.

Guidelines

- Remain calm (if necessary give time for child to cool off).
- Ascertain facts.
- Avoid confrontation.
- Get immediate support from the intervention team, the assistant head for pastoral care if it cannot be resolved.
- Develop use of 1:1 TOL (Thrive online) profiling and action planning to support development of increased emotional resilience and stress regulation for the student.
- Follow LEA Exclusion Guidelines when required.

Racial Incidents or Homophobic Incidents

Racial and Homophobic incidents, including name calling, are to be reported to the local authority using the LA systems for logging of such incidents.

If concerns exist regarding radicalization or extremism, incidents/evidence will be recorded via our CPOMS recording method; Information will be given to/discussion will take place with the DSL; Report can be made to Northumbria Police 0191 277 2072 or prevent@newcastle.gov.uk; Further guidance can be sought from the authority Prevent Education Officer, Gail Forbes 07817 549 718 or gail.forbes@newcastle.gov.uk

BEHAVIOUR – GUIDELINES and PROCEDURES UNSTRUCTURED PERIODS

Most accidents and most incidents of unacceptable behaviours occur during unstructured periods.

Vigilance by supervisory staff will help reduce accidents and incidents of unacceptable behaviour.

DON'T WAIT FOR IT TO HAPPEN, LOOK FOR SIGNS OF DEVELOPING INCIDENTS OR BEHAVIOUR/PLAY LIKELY TO CAUSE AN ACCIDENT AND TAKE PREVENTATIVE MEASURES.

Staff on duty should walk about their designated areas and be vigilant

Staff on duty should be in their assigned area at the beginning of break and lunchtime.

Teachers not on duty must leave the staff room in time to meet their class in time for their lesson.

The staff on duty should report any serious incidents of misbehaviour by a student to that child's pastoral team.

Positive social engagement from staff on duty, including proactive interactions, open body language and tone of voice and use of PACE will promote similar positive responses from students.

Students who are struggling to manage in whole school areas during unstructured times will be offered an alternative to provide a safe and contained environment to promote positive outcomes for them.

Providing containment and safety throughout the school day, including consistent upholding of adherence to boundaries and expectations at unstructured times will support well regulated student behaviour.

Cases of Bullying – See Anti bullying Policy

- It shall be made clear to all children and staff that bullying behaviours will not be tolerated. This will be taught explicitly in students with in the curriculum at multiple points across their school experience and as part of whole school awareness events such as assemblies and participation in anti-bullying week activities.
- Staff will act, and be seen to act, firmly and promptly.
- Staff will demonstrate understanding of the potential underlying issues of power and identity that can prompt bullying behaviours in children.
- Support and advice will be provided for the victim. This will include an understanding of the long term impact on the mental health and social and emotion wellbeing of the victim.
- In addition to consequences, help will be provided for the bully understand the reasons for their actions and to encouraging empathy with the victim and the development of desirable behaviour moving forward.
- The perpetrator will be given an opportunity to repair the relationship, once the victim is able to do so.

Conclusion

Discipline around the school is everyone's responsibility, staff should use their knowledge of behaviour as a communicator of unmet need to inform their actions. Student's positive behaviour should be praised and unacceptable behaviour challenged.

We will develop a school community where everyone feels safe and valued and takes responsibility for their actions will flourish.

