



Willoughby School

Behaviour Management Policy and Statement

Policy Dated - May 2018

Next Review - Annually or as changes occur

Responsible Team - SLT

Associated Policies - Safeguarding Policy, Bullying and Dignity

Behaviour Policy

Rationale

The approach to behaviour taken by Willoughby School is based on sound theoretical and practical underpinnings.

Our behaviour policy is inextricably linked to the Safeguarding policies of the school and Local Authority. Behavioural changes can sometimes be related to Safeguarding issues, and staff are aware through their safeguarding awareness training to monitor changes in behaviour that could indicate a safeguarding concern. If this is the case staff understand that the Child Protection Officers James Husbands, Nina Prowting and Vicki Billyard are the correct route for information sharing. Should matters become a safeguarding issue the appropriate Safeguarding Policies and practices will be followed.

In addition, this policy relates to the policy concerning 'What to do if allegations are made about abuse by members of staff or volunteers' where adult behaviour towards a young person is of concern. Staff have opportunity through this policy to have their concerns raised safely and in line with Safeguarding Policy at school and Local Authority Level, and it also details alternative routes to raising concerns should the focus of concerns be the head teacher or Child Protection Officer.

This policy also relates to the Safer Recruitment Policy, where all processes to employing someone to work with our children will rigorously ensure that successful candidates for work at Willoughby will have the correct motivations and behaviours towards working with children and young people.

The approach to behaviour at Willoughby School is as follows:

- ✓ That positive behaviour be encouraged and modelled at all times.
- ✓ Achievement will be shared and celebrated at all times.
- ✓ That each child in the school be treated individually.
- ✓ That any behaviour issue that arises will be examined through close observation of every potential 'setting' consideration, whether it is environmental, human or other.
- ✓ That any intervention offered would be individualised, timed and evaluated.
- ✓ The behaviour policy is important to our school population as it allows for every child to be considered, regardless of age, need or disability.

Aims

The aims of the behavioural policy are:

- To provide staff, parents and students with information on how we manage behaviour in our school.
- To provide a clear structure for the management of behaviour in our school.

Parental Involvement

Parents will have the opportunity to find out about their child's behaviour through annual Education Health Care Plan reviews, parent consultation evenings, the home-school diary, if contacted directly by school and parental requests for a meeting.

Objectives, Planning and Delivery of Policy

- Staff in classes will write behaviour strategies and where required complete risk assessments for students for going off site or if there is a particular behaviour concern, and share the information with all relevant members of staff.
- Class teams will create Behaviour Management Plans for pupils to outline positive ways to reinforce desired behaviours. These will be reviewed annually unless concerns arise. Parents will be given a copy each time these are reviewed.
- Behaviour will be monitored and discussed regularly within class teams, with parents and carers and senior leadership.
- Ongoing 'behavioural' difficulties may require multi agency involvement. Parents and carers are at the heart of any multi agency working.
- Various interventions will be attempted, all with parent / carer / multi – agency agreement. Intervention may include the necessity of positive handling procedures forming part of a plan.
- Appropriate staff members are trained in the use of 'TEAM TEACH' which is a type of training in positive handling strategies involving a holistic approach including diversion, diffusion and de-escalation. TEAM TEACH training for relevant staff is undertaken in line with class needs and training cycles as recommended by the TEAM TEACH organisation.
- Recording and reporting of behavioural incidents will take place using CPOMs. Information sharing with parents and carers will follow.
- During day to day schooling, from time to time students may transgress boundaries of appropriate behaviour. Where possible behaviour issues should in the first instance be dealt with by the member of staff supervising the students (assuming they have received appropriate training to do so). In the event of continuing behaviour issues this should then be escalated to the class teacher responsible for the group/class. As required senior leadership involvement should be called upon for assistance and in particular where difficult and challenging behaviour is occurring.
- Staff aim to offer consistent communication when carrying out behaviour management, with attention to both verbal and body language. The pupils in the class need to know and understand the class rules and the acceptable standards of behaviour. When dealing with behaviour, class teams plan for continuity and specific techniques are monitored as necessary. This necessitates co-operation and understanding between classroom staff.

- Pupils are given opportunity to discuss behaviour issues and participate in problem solving where appropriate.
- Good classroom practice promotes good behaviour. Targets are communicated clearly to pupils and teachers ensure through differentiated planning, that the targets are realistic to the present performance and in relation to the performance of their peers. The criteria for success is stated. The management of the environment is also important in creating calm; routine based; consistent rules; security; shared values; adequate equipment and resources. Attention to group formations and to the management of groups within the classroom is also beneficial.
- A curriculum that is interesting, exciting, relevant, and commensurate with what each child can accept can support a pupil to behave well. Variety can increase attention and motivation, whilst repetition and predictability can be important for some pupils. Different teaching strategies are employed in each class by each teacher to best meet the needs of the pupils in the class.
- A system of positive rewards and incentives is encouraged as opposed to reliance on negative sanctions. Staff ensure that pupils perceive that rewards are related to good behaviour. Confrontation can usually be avoided by staff getting to know and understand their pupils needs and concerns.
- Any strategies agreed upon need to be given time to work. Pupils also require time to assimilate information and instructions and to respond. Pupils views are important. Listening is an important skill.
- We believe that the children at Willoughby School should exhibit good standards of behaviour. We have high expectations of them.
- Good classroom practice promotes a positive atmosphere which promotes good behaviour. Examples of strategies used to achieve this include:

Use of role models; including establishing clear adults and peer expectations; establishing clear boundaries; discussing behavioural incidences and consequences with the pupil; consistency and clarity amongst staff within the class and school in how to deal with difficult situations and behaviour.
- All rewards introduced should be within agreed school guidelines. Under no circumstances should food, drink or close physical contact (i.e. kissing or hugging) be used as a reward.

General expectations of good behaviour will be promoted at all times. It is accepted that within the day management of the class children/young people may need reprimanding. This can be done using facial expression, tone of voice etc.

FORBIDDEN SANCTIONS:

Corporal punishment – i.e. smacking or any other physical punishment. Deprivation – i.e. of food, drink, education entitlement OR Ridicule.

Conversely, should a child consistently show good attitudes to learning and behaviour, class groups can also contact the senior leadership team who will then let parents share in this celebration.

Pupil achievements are shared and celebrated weekly in assembly lead by a member of senior leadership team.

SAFE SPACE IN SCHOOL

PRINCIPLES FOR USE

- Safe Space should only be used as **a last resort for a young person whose behaviour or presentation means that they are requiring a period away from other people for their own safety or the safety of others**
- A pupil will always have at least one member of staff with them throughout the period that they are in safe space
- Therapeutic interventions including music, visual display, darkness or quiet may be employed in order to allow the pupil to regain control and calmness
- Reporting to senior staff and parents/carers regarding the use of safe space will take place on the day of any incident.
- The door to the safe space may be closed but only in cases where extreme violence or threat are displayed by a pupil.
- Use of the safe space will form part of a behaviour and positive handling plan individual to each pupil and agreed and signed by all parties.

Monitoring of Policy

The *Objectives/planning/delivery* section of this policy outlines the roles and responsibilities of school teams, and the inherent monitoring responsibilities therein.

Assessment, Recording and Reporting Arrangements

Inherent in the above *Objectives/planning/delivery* section are outlines as to the assessment, recording and reporting arrangements surrounding the behavioural policy. All information is to be available for sharing with any party.

Special Education Needs

All students in the school have the opportunity to benefit from any behavioural strategy implemented, regardless of need, disability or age.

This is a result of the behavioural policy being individually planned and delivered and through it being based on sound theoretical underpinnings which allow for observations and assessments being made on any child in the school.

By the very nature of the school, pupils may exhibit challenging behaviour in a variety of ways. We, as professionals, must work together to ensure our own safety and any strategies implemented for the benefit of all.

Health and Safety

Inherent in any behaviour policy is the need to be mindful of health and safety issues. Behaviour strategies must include considerations of restraint and reasonable force in line with appropriate assessments for each pupil being undertaken, shared and agreed by all parties. Appropriate follow up information and data should also form part of any use of positive handling, and again be shared by all parties.

Staff should always consider their own safety when dealing with situations that may arise. In following individual pupil strategies and general guidance as laid down here we as staff can minimise any risk. If a member of staff should find themselves in a situation that is developing beyond their control, the procedure will include, calmness and then calling for help from the SLT (or other experienced staff if they are unavailable) rather than direct intervention should be the procedure.

Criteria for evaluating the success of the policy.

The criteria for evaluating the success of any behavioural policy includes:

- Individual students who necessitate behavioural strategy (following each necessary stage of the policy as appropriate) will show an improvement in their behaviour.
- Behaviour issues will be dealt with in a way that reflects the needs of the individual child, in line with all required assessment, evaluation and reporting methods.
- Professionals in school will feel better equipped to deal with behavioural incidents, and understand the stages of the behavioural strategy.
- Parental understanding about the required behaviour standards in the school will improve individual children's behaviour, which will be fed back through various assessment processes, e.g. parent questionnaires.
- Formal feedback on behaviour will be assessed and received from OFSTED

Subject Knowledge Base

There are a variety of publications dealing with Behaviour, including:

Smith, C and Haslett R, (1989) Effective Classroom Management. London, Routledge.

Cooper, P (1999) ed. Understanding and Supporting Children with Emotional and Behavioural Difficulties. London, Jessica Kingsley.

Greenhalgh, P (1994). Emotional Growth and Learning. London Routledge.

Ainscow, M (ed) (1994). Effective Schools for All. London, Routledge.

Other Relevant Information

THIS POLICY IS PART OF OUR OVERARCHING SAFEGUARDING POLICY AND ASSOCIATED DOCUMENTATION

Behaviour Statement

The Willoughby Rules:

- ✓ Look After Ourselves
- ✓ Look After Our School
- ✓ Look After Each Other

Willoughby School prides itself on the standards of behaviour shown by pupils and staff. In order that these high standards are maintained, Willoughby School has invested in high quality training; designed to encourage staff into examining the processes and practices surrounding the management and maintenance of behavioural standards in school.

Our behaviour policy is inextricably linked to the Safeguarding policies of the school and Local Authority. Behavioural changes can sometimes be related to Safeguarding issues, and staff are aware through their safeguarding awareness training to monitor changes in behaviour that could indicate a safeguarding concern. If this is the case staff understand that the Child Protection Officer (James Husbands) is the correct route for information sharing. Should matters become a safeguarding issue the appropriate Safeguarding Policies and practices will be followed.

In addition, this policy links to the 'Whistleblowing Policy' which includes a section on 'Dealing with Allegations of Abuse Against Staff or Other Adults', where adult behaviour towards a young person is of concern. Staff have opportunity through this policy to have their concerns raised safely and in line with Safeguarding policy at school and Local Authority Level, and also details alternative routes to raising concerns should the focus of concerns be the Headteacher or Child Protection Officer.

This policy also relates to the Safer Recruitment Policy, where all processes to employing someone to work with our children will rigorously ensure that successful candidates for work at Willoughby will have the correct motivations and behaviours towards working with children and young people.

Why do we have these rules?

The School believes that treating everyone we meet appropriately is a vital skill which promotes fairness and understanding. The School believes that working in an environment that encourages children and staff to value each other, be safe and respect people and property promotes 'skills for life', allowing for our students to be an integral part of any community.

How do we manage behaviour?

- By reminding students of the school rules.
- Through the use of praise, encouragement, celebration of individual achievement and individually planned targets and rewards.
- By examining behaviour issues carefully: looking at context, where it occurs, whom it occurs with and what it results in.
- By following up behaviour issues through individually planned and timed programmes aimed at alleviating the behavioural issues.
- Through keeping parents and carers informed of behaviour issues and involving them with programmes and targets.

- If necessary, serious behavioural issues will require the involvement of the senior staff and parents. If it is agreed that outside help is required (for example – the Educational Psychology/CAMHS etc.) then this will be as a result of a joint decision being made by the above parties involved.
- Staff at Willoughby School will act as models of appropriate behaviour, ensuring that students are constantly reminded of appropriate standards.

How will I know my child is behaving?

- Most children behave well most of the time!
- Staff at school will provide constant feedback to the students regarding their behaviour, whether it be through smiles or comments. Your child will know if their teachers are pleased with them!
- Home to school diaries, discussions with school staff, parent consultation evenings and annual reviews are all opportunities to find out about your child's behaviour.
- As stated earlier in this policy, if we feel that there are concerns surrounding your child's behaviour, we will ask you to discuss them with us. Our aim is to always find a positive way forward.

School Sanctions:

- School tries wherever possible to encourage appropriate behaviour through positive means.
- Pupils may be removed from a situation and placed in a quieter area of class or school, (under close supervision by staff,) so that the pupil has the opportunity to calm down and regain their composure. (The 'Time Out' Option)
- Pupils may lose certain privileges (for example a favourite game or toy) for a certain period of the day.
- Pupils may be requested to make amends through apologising or assisting in the tidying up of any mess created.
- Pupils may be required to meet with a member of the Senior Leadership Team to discuss or explain their behaviour.
- Where appropriate older pupils may be placed 'on report' a system where their teacher would comment on their behaviour, before meeting with a member of SLT at the end of the day to review.
- If serious, challenging behaviour is being exhibited, pupils may need staff to use TEAM TEACH strategies in order to safely remove the child from either the place of disturbance or to assist in the maintenance of the health and safety of themselves and those around them. This is only undertaken when clear and agreed positive handling plans are in place, and after which appropriate information sharing takes place.
- In the most specific of cases a child may be placed (in accordance with shared home – school agreement) in the 'SAFE AREA' of school where close supervision is provided in a therapeutic space.

- In extreme circumstances where a pupil's behaviours are deemed unsafe to manage in school due to the safety of all, a pupil may be excluded for a set period to enable the school to look at what strategies could be put in place to enable the pupil to return to school safely where possible.

So how does it all work?

- Through adopting the school rules, all members of the school community will be consistently working towards the same goal and be reminded about them at every opportunity.
- Pupils who behave inappropriately will be subject to the sanctions outlined earlier in this document.
- Staff in classes will write individual behaviour management plans and risk assessments as required, outlining any behaviour issues they may feel are present in the class or school and the measures to respond.
- If appropriate, a target relating to a behaviour concern will be included in the pupil's EHCP and reviewed annually unless a concern occurs.
- If the interventions carried out in school fail to improve the behaviours exhibited, then a meeting will be convened in school between the parents/carers and SLT. The aim being to decide whether external agencies need to be invited into school to discuss the issues. In extreme cases it may be deemed necessary to exclude a pupil for safety reasons until this meeting has taken place and strategies have been agreed and implemented.

What if I have concerns?

- You are welcome to contact school at any time so that you can talk through any concerns you may have.

CONCLUSION

- We know that nobody behaves appropriately all of the time! It's human nature to have a 'blip' from time to time! Our children and young people are no different to any other children in this respect and may often exhibit a variety of challenging behaviours.
- What we hope is that through a shared approach to showing our pupils appropriate behaviours, and constantly reminding them of it, then school will be a positive, rewarding, fun and safe environment for us all to coexist in.

As partners in the Education, Socialisation and Independence of the students at Willoughby School, our continued teamwork will ensure that Willoughby remains a safe, happy school.

CONTACT INFORMATION

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