

# **Priory Telford School**

## **BEHAVIOUR MANAGEMENT POLICY**



### **Priory Telford Vision Statement:**

**“Building resilience and skills in our young people for an independent, fulfilled life beyond education”**

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## **ETHOS**

We believe in an ethos which is ordered, structured and predictable. This promotes a positive environment and purposeful opportunities and experiences which are of paramount importance in the growth, development and welfare of pupils. As such:

- We manage behaviour consistently in a safe, supportive and stimulating environment.
- Teaching and learning is given a high priority.
- We endeavour to foster a sense of community in which individuals have mutual trust and respect for each other.
- The school's ethos is affected by all the activities, inside and outside the classroom; therefore, a meaningful curriculum will include an emphasis on non-academic social learning.
- The support and understanding of colleagues and the sharing of agreed strategies for handling difficult behaviour is important. Therefore, training is vitally important.
- The ethos of the school is dependent upon the quality of relationships at all levels: between staff [within education and between care and education], between staff and students, using appropriate, understandable language and between students. There is always a willingness to listen and understand, good adult modelling and a commitment to develop self-esteem and adhere to high standards.

## **RULES AND EXPECTATIONS**

Our rules are kept to a minimum and stress a positive behaviour model. These were put in place following consultation with pupils and staff.

1. I will be in the right place at the right time
2. I will be respectful to others
3. I will show resilience to the challenge of my day and work set

## **STRATEGIES AND APPROACHES**

Our approach to Behaviour Management is positive reinforcement supported, where necessary, by a sliding scale of sanctions, the purpose of which is to change poor behaviour without negating the self-esteem of the individual.

Consistency, fairness and choice are the key elements. A pupil is never personally criticised, our aim is to change behaviour by building on self-esteem and individualism; staff are encouraged to adopt this approach.

## **CLARITY**

All school staff need to know what they expect from pupils and communicate it clearly. Where pupils are finding it difficult to comply, it may be necessary to check whether or not they know exactly what they have to do and whether or not they can do it.

Addressing behaviour in small steps is often a useful strategy. Some pupils who have learning difficulties or are generally immature for their age in most aspects of their development, including behaviour, will require modified expectations and opportunities to practice. This is relevant both to academic and social learning.

## **CONSISTENCY**

The teacher should not take the pupil's behaviour as a personal threat, but should keep the emotional tone of the

interaction low, be aware of tolerance levels, and not invade body space. It is essential that **all** staff follow the policy and procedures and apply them consistently.

### **REWARDS SYSTEM**

A reward system is in place which ensures that learning and good behaviour is acknowledged in all areas of the school. Rewards can be an appropriate outing of their choice or choice of activity for PE/Vocational project for instance.

- Use of letters/notes to the pupils to praise.
- Positive comments on work.
- Display boards to celebrate completed work and positive reinforcement of learning objectives.
- Phone calls to the parents/carers or e-mails to the parents/carers [as appropriate] at the end of an especially good day are used as a means to boost self-esteem and to give parents/carers/social workers the opportunity to recognise achievement.
- Extra-curricular school educational visits.
- Please read in conjunction with the Positive Behaviour Policy for other rewards systems in place

### **CONSEQUENCES OF NEGATIVE BEHAVIOUR**

We have an expectation that pupils will behave appropriately within the school. However, we recognise that this is not always possible; therefore, we have a structured consequence system in place. All young people need boundaries and none more so than those with behavioural, emotional and social difficulties. Often, they have learned to gain attention in a negative way and so, on occasions, continue to act in a way which is both unacceptable and upsetting to the pupils themselves. No consequence is applied without a warning and with advice as to how the pupil can change their behaviour. Pupils at every stage, have a choice regarding their behaviour – making the correct choice is part of their development.

Priory Telford School does not exclude pupils but uses a number of strategies to manage the behaviours of the students:

- A Key worker may be assigned to a particular student for additional support. Opportunities to work independently are available.
- Outreach work to the home settings are arranged for students who exhibit specific difficulties in attending school.
- All work at Key Stage 4 and 5 is accredited to support college/post 16 studies.

### **WORKING WITH PARENTS/GUARDIANS/CARERS/SOCIAL WORKERS**

The school operates an open door policy and parents/carers are welcome to arrange visits.

Phone calls/letters home are made whenever a pupil has had an exceptional day/week.

Parents/Care Home staff, etc are requested to complete questionnaires termly and at the end of the placement.

Parents/ Care Home staff are invited to attend review meetings as appropriate.

## **KEY ELEMENTS IN THE MANAGEMENT OF BEHAVIOUR**

The promotion of positive behaviour relies on the management of a range of environmental and social situations. This section of the policy addresses issues and procedures, which are the key elements in the management of behaviour at Priory Telford School.

### **STAFF RELATIONSHIPS**

- All of our staff have a positive attitude to the pupils and to each other.
- Our pupils need to see positive role models; therefore, all of our staff behave and act in a way that demonstrate the importance of acceptable and appropriate behaviour.
- Our staff show respect to the pupils and to the work of others.
- Staff work closely with pupils at all times to help them develop strategies to cope with conflict, anger, stress and anxiety.

### **THE TEACHER TEAM and PASTORAL CARE:**

Day-to-day pastoral care is the responsibility of the form tutors and the teaching assistant assigned to the form, who will:

- Greet pupils at the start of the day as they arrive.
- Act as a point of contact throughout the school day e.g. parents, social workers, pupils.
- Prepare pupils for leaving the school, safely and responsibly, at the end of the day.
- Monitor progress towards behaviour and IEP targets.
- Work with other members of staff to ensure pupils have access as required to specialist support services working within the school.
- Work with the class team to develop and keep updated pupils risk assessments, positive handling plans etc.

### **CLASSROOM MANAGEMENT**

Teachers have a responsibility to be organised with regard to: -

- Planning, Assessment, Recording, Reporting and Monitoring
- Record keeping
- Develop and apply behaviour interventions where required
- Adequate preparation for lessons
- Resource management
- Consistency of approach e.g. strategies of behaviour management
- Providing a secure environment, including an effective/structured approach to the learning situations.

### **SUPPORT STAFF**

Support staff play a vital role in the classroom and should be aware and involved in all aspects of classroom routines as outlined in lesson planning. Additionally, they are an integral part of the overall support that the school provides to the pupils, particularly in helping them to improve their behaviour. This is provided through mentoring, one-to-one and small group sessions, running anger management and emotional literacy courses, etc.

### **MONITORING AND ACTION**

All incidents are recorded and logged on Datix book and appropriate strategies put in place.

Individual targets are monitored and regularly discussed with pupils.

Behaviour that persists despite normal management techniques will receive special attention e.g. a pupil who is persistently bullying will take part in a bullying programme.

## **BULLYING**

Bullying in any form is unacceptable and where it is identified in the school it will be dealt with swiftly.

Bullying is recognised in many forms, including:

- Name calling
- Racist or sexist remarks and gestures
- Exclusion of pupils from a group by its members
- Demanding with menace
- Intimidation
- Physical assault
- Cyber bullying

## **SCREENING, SEARCHING AND CONFISCATION**

School staff can search a pupil for any item if the pupil agrees.

Head Teacher's and staff authorised by them have a statutory power to search pupils or their possessions without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or damage to themselves, others or property.
- Head Teacher's may also search for any banned item within the school.

School staff can seize any prohibited item found as a result of a search.

## **GENERAL SUPERVISION**

Pupils must be supervised at all times. To ensure safety, all classrooms and particularly practical areas should be kept locked at all times.

## **LUNCHTIME AND BREAKTIME SUPERVISION**

Pupils are supervised at all times by members of the teaching school staff.

## **PUNCTUALITY/TIMEKEEPING**

Staff always ensure that a good example is set with regard to timekeeping, in particular, being vigilant about lessons and break-time; therefore, staff will be at the pupil collection point or within the class base before pupils arrive.

## **STRATEGIES TO MANAGE BEHAVIOUR**

There are many strategies that can be used to support pupils to improve their behaviour management. These strategies are not totally exclusive, but are part of an eclectic approach, and some are appropriate only in

particular circumstances.

### **THE USE OF POSITIVE PHYSICAL HANDLING (INCLUDING TEAM TEACH)**

All staff are trained in Team Teach, usually to the advanced level. Behaviour plans must take into consideration this training and all staff must follow the plans when they have been agreed and discussed with parents and other professionals as being appropriate.

Occasionally, regardless of how skilled staff are and how good their relationship with the individual student, attempts to de-escalate the situation do not work. At this point, staff may physically intervene with a pupil. This will only happen if the pupil is placing themselves, other pupils or staff at risk, to prevent extensive criminal damage or if the pupil is displaying behaviour that is prejudicial to good order and discipline within the school setting. The handling strategy should be seen as a positive action rather than a negative one and at all times staff will talk to the pupil to enable de-escalation. Following a physical intervention, the lead member of staff will undertake a debrief interview with the pupil and all staff involved receive a debrief interview to review and look at strategies to prevent similar issues occurring.

**Any intervention must be moderate and time constrained. Staff must not enter into a course of action unless training and guidance has been given and they have the capability to achieve success.**

Training for staff must be refreshed on a regular basis, and certainly every two years. Due to the high level of BESD within school, staff are trained to an advanced level. Incidents, are always recorded in detail and their reporting is monitored to ensure actions taken are appropriate.

When students are unable to control themselves, staff can help them gain control, however briefly, with the intent of teaching them the skills necessary for self-control. The safest, most effective techniques are of little value if students are not helped to develop a more constructive way of responding to the stimuli which caused the crisis.

### **POSITIVE HANDLING TECHNIQUES**

Prior to becoming involved in a **physical** restraint of a student, staff **must** consider the following:

- If it becomes necessary to handle a pupil, to avoid injury and the infliction of pain, the amount of force used must be the minimum necessary to hold the student safely.
- The length of time a pupil is handled should be the minimum necessary to achieve the immediate objective.
- Whenever possible, there should be at least two members of staff present when a pupil is being handled.
- If it is necessary to handle a student, a member of staff of the appropriate gender must be present from the earliest possible time.

Following the incident, the pupil, once calm, must be fully debriefed; this will allow for reflection and for discussion on what happened. The outcome of the meeting is recorded.

Members of staff involved in an incident should be fully debriefed and the incident discussed to ensure that all procedures were clearly followed.

### **RECORDING THE INCIDENT**

All incidents must be recorded on the appropriate form via e-compliance.

The Management Team frequently review accidents/incidents or near miss incidents. Action or concerns from this review will be passed on to staff as appropriate.

**FINAL COMMENT**

Behaviour Management is the responsibility of **all** staff. The common strategies and approaches detailed in this policy will facilitate joint working and strengthen the provision we offer to our young people.

Any concerns that staff have in relation to behaviour management strategies, including Team Teach, or any general questions about this policy should be relayed to the Principal.