

srs

# BEHAVIOUR MANAGEMENT POLICY

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## SRS BEHAVIOUR MANAGEMENT POLICY

At Samuel Rhodes behaviour management and support is centred on our school vision:

**Respect Education Safety Pride Enjoyment Courage Trust**

### We believe that:

- All pupils want to behave well and deserve to be supported to do that with dignity and respect.
- All behaviour is a form of communication and our pupils need support to communicate their needs safely and appropriately.
- Sometimes 'you have to get it wrong to get it right'. We accept failing is part of the learning process.
- We can support pupils to learn effective strategies that allow them to better access their community and increase their opportunities for success in the future.

### We aim to:

- Enable pupils to self-manage, be ready to learn and form meaningful relationships.
- Ensure pupils access a safe, happy and engaging environment.
- Promote resilience, independence and responsibility in school and the wider community.
- Have realistic and achievable behavioural expectations that support pupils' confidence and self-esteem
- Take a Consistent, persistent and insistent approach, being fair, proactive in de-escalation and following-up inappropriate behaviour using effective restorative measures.
- Model tolerance, understanding and kindness to all people all of the time.
- Work effectively in close partnership with parents and carers.
- Collaborate well with other professionals to individualise strategies and keep school practice current.

Our provision-specific approach has been developed over time to meet the particular needs of our cohort and uses a range of successful and established strategies.

### Strategies and interventions

- Staff ensure routines are consistent and changes are well signalled. They consider appropriate classroom layout and seating plans.
- Activities are well planned and level appropriate.
- Rewards and consequences are clearly understood and motivational.
- Communication is accessible, differentiated and need-specific. Positive language and reinforcement is used. We promote the language of choice.
- We understand many of our pupils learn in small incremental steps over a long period of time. Some need additional support to empathise with and specifically understand how their behaviour affects others.
- Pro-active and preventative strategies such as sensory breakfast/movement breaks/fiddle toys are regarded as good practice and a necessary part of some pupils 'daily diet'.
- Frequent opportunities (check-ins) for pupils to express their needs, emotions are bespoke and need-driven. Strategies such as the zones of regulation are used across the school to support pupils develop emotional language and self-management techniques over time and in a range of environments.
- In confrontational situations staff are expected to adjust their use of language, volume, intonation, facial expressions and body language to diffuse and divert.
- On very rare occasions when a pupil is putting themselves or another in danger staff will use positive handling techniques in line with those stipulated by the PRICE and Team Teach programs. All staff access this training for a minimum of 6 hours every year. Techniques are revisited and practice is refreshed frequently. It is expectation that staff exhaust all other forms of de-escalation strategies before using these techniques and they are sure this intervention is proportionate reasonable and necessary. Parents/carers will always be contacted on the same day should their child be involved in positive handling.

### **Systems and processes**

- Staff record pupils' behaviour for learning on the weekly report and this is shared with parents every Friday. In weekly assemblies good behaviour is celebrated and awarded.
- At primary visual displays in every classroom support pupils to understand behavioural expectations and their current trajectory towards success.
- At secondary pupils are graded using a point system in every lesson. When necessary a pupil may move onto a traffic light report card system.
- Detentions are given if a pupil refuses to complete the work set. These detentions are during break times and occasionally after school with parental permission.

- We do not believe exclusion is the most effective way to support pupils with learning needs and we will always try to personalise the provision offered in order that they can access the curriculum. In exceptional circumstances it is sometimes necessary to internally or externally exclude pupils for the best interests of themselves and other pupils. These decisions are made on an individual basis by the Head of Primary/Secondary or the Headteacher. Permanent exclusion is exceptionally rare.

### **Assessment and behavioural data**

- We are committed to accurately assessing pupils in order to provide the individualised support they need.
- Behavioural incidents are recorded using tracking procedures and accurate behavioural data is analysed by senior leaders, teachers and visiting professionals to ensure interventions are bespoke and successful.
- Ongoing collaboration between school staff and the professional teams such as CAMHS, Educational psychology, Social Care, Speech and Language and Occupational Therapy ensures pupils are assessed in depth and whole school practice is continuously developed.
- All pupils are behaviourally risk assessed by their class staff teams and this assessment is used to effectively plan support in and outside of school.
- In some cases Behaviour Management Plans will be developed for certain pupils to ensure consistent and safe support.

### **Legal and governmental advisory documents supporting this policy**

- [Keeping children safe in education September 2018](#)
- [Behaviour and discipline in schools January 2016](#)
- [Use of reasonable force July 2013](#)
- [Education Act 2011](#)
- [SEND code of practice January 2015](#)