



**TheRoseSchool**  
LANCASHIRE

## **Behaviour Management**

### **Policy and Practice**

*This document should be read in conjunction with the Care and Control of pupils policy*

*January 2017*

*Review – January 2019*

# **The Rose School**

## **Behaviour Policy**

### ***Introduction***

The Rose School caters for the needs of 60 pupils aged between 11 and 16 years. The pupils experience Social, Emotional, Behavioural and Mental Health difficulties in varying degrees of severity and complexity. Clearly, with such a school population, the potential for problems is high and consequently the need for an effective behaviour management policy alongside support programs, assumes the highest level of importance.

The key purpose of this policy is to address the diverse needs of pupils whilst promoting positive behaviour for learning. The consideration of pupil behaviour is an integral part of the provision made for our pupils and should contribute to the positive ethos of the school. It is the responsibility of all staff to ensure the maintenance of good order as outlined in the Statement of Behaviour Principles established by the Governing Body. All staff share a collective duty of care towards pupils and each other to ensure good health, safety and wellbeing. They recognise the individuality of pupils and their respective needs.

### ***Aims***

- Establish a common school philosophy regarding behaviour management and to draw together the procedures and practices used within school which are central to the achievement and maintenance of effective behaviour management throughout school.
- Support the development of a safe and nurturing learning environment where everybody can thrive.
- Address the needs of pupils through supporting the management of their own behaviour.
- Promote equal opportunities for learning and personal development.
- Create a learning environment which encourages pupils to make choices and learn from consequences in accordance with the principles of restorative justice.
- Provide opportunities for team work and co-operative work between pupils and staff.
- Support individual effort and positive thinking.
- Give pupils self- confidence and pride in their achievements and their school.
- Support the safety and well- being of pupils and staff.

**School Motto:**

***“Working together to be the best that we can be”***

**Mission Statement**

***The Rose School, in close partnership with parents and carers, aims to provide a structured, safe and caring environment in which young people with Social, Emotional, and Mental Health Difficulties can enjoy success both socially and academically in order that they can become healthy adults who are able to make a contribution to their community and achieve economic wellbeing.***

The Rose School aims to:

- Provide a broad and balanced curriculum which is relevant to the needs of our pupils, differentiated where necessary, in order that pupils may maximise their acquisition of skills, knowledge and practical abilities through a wide range of curricular experiences.
- Provide opportunities through the formal and informal curriculum that will promote success, build self-esteem and personal confidence and encourage a pupil’s belief in their own abilities.
- Promote the concept of “high expectations” in order that each pupil will have the opportunity to thrive and fulfil their own learning potential.
- Assist in the acquisition of a positive attitude and moral and spiritual values through which s/he may develop an awareness of their own needs and a consideration and acceptance of the needs of others in order that they may ultimately become contributing members of the school and the wider community.
- Prepare our pupils for the rigours of life after formal education is over, so that they may be better able to cope with the responsibility of their own families, being parents themselves, working life in general and a positive use of leisure time, thus preparing them for adulthood.
- Lay the foundations for future learning opportunities both in vocational and leisure terms beyond compulsory education through the extensions to the curriculum provided by college links and/or work experience.
- Provide Inclusive Education opportunities for as wide a range of pupils as possible.

The above clearly indicates a concept of education that fully embraces the education of the young person in its broadest sense. The majority of pupils in the school can present an extremely poor self-image rooted in persistent failure, low attainment levels and low expectations of their own achievement and/or potential. They are also adversely affected by various influences outside the school over which we have little or no control.

The Behaviour Management Strategies used by the school are intended to establish a structure within the school which will enable the pupils to succeed academically, emotionally and socially.

Pupils with Behavioural, Emotional, Social and Mental Health difficulties need the support of a structure. They need to know the boundaries within which they can operate, what is expected of them, what opportunities are available to them and how they can best make use of the school in order to access the opportunities.

The Head teacher, in consultation with the Governing Body, is primarily responsible for the establishment and maintenance of discipline within the school. However, the day to day management of behaviour is the collective responsibility of all staff, teaching and non-teaching. They have equal status and authority in implementing the behaviour policy. The exception to this is the exclusion of a pupil. This responsibility lies solely with the Head teacher or Deputy or other appointed person in his absence.

Good behaviour management is best affected through a team approach that offers solidarity and mutual support for each other. Any difference of opinion on how a situation has been handled should not occur in front of pupils.

The 'end of the day' meeting is the forum where situations and strategies used can be discussed within a constructive and supportive framework. Open and honest discussion is the means by which good working practices evolve and develop.

If, on reflection, we feel that we have mishandled a situation, unfairly treated a young person or simply misread a situation, then we should be prepared to apologise to the pupil and make restitution if necessary. This demonstrates an example of a good role model to the young person and leads to good pupil/staff relationships.

If agreed procedures are adhered to, a consistent and fair approach to behaviour management will be ensured. Procedures should be reviewed on a regular basis and any changes must be brought to the attention of all staff.

We strive to create a child centered environment where we treat each child as an individual with their own unique needs. These are best met with a personal approach which balances consistent principles and flexible application. This is how we believe we can support the best possible outcome for each individual child.

## ***Behavioural, Social, Emotional and Mental Health Difficulties***

The types of behaviour exhibited by pupils attending The Rose School are many and varied. Some pupils have emotionally based difficulties and some display behaviours which are more overtly challenging. The following is a list of some of the behaviours that our pupils manifest:

- Poor self esteem
- Lack of confidence in their own skills and abilities
- Poor social and/or interpersonal skills
- Withdrawn/depressed
- Few or no friends
- Phobias
- Obsessive behaviours
- Bullying
- Disruptive attention seeking behaviour
- Stealing from school/peers/home/community
- Lying to staff/peers
- Uncooperative, defiant, oppositional
- Poor temper management
- Aggression to self/peers/staff
- Extreme mood swings
- Destructive (own work, others work, property)
- Absconding
- Inattentiveness and poor concentration
- Poor motivation, regularly off task
- Poor organisational skills
- Verbal abuse of peers and staff

## **Causes of Behavioural Emotional and Social Difficulties**

The causes of behavioural difficulties are also many and varied. Some are rooted in home circumstances, some are rooted in school experiences and some are within child factors.

- Specific events in pupils lives
- Particular medical conditions
- Peer group relationships
- Bereavement, family break-up, illness
- Lack of understanding of the pupils needs/ failure to identify the pupils needs
- Inconsistent approach to the pupil's behaviour at home, at school, or between them
- Home and school fail to reward appropriate behaviour
- Home and school fail to address inappropriate behaviour
- Home/school fail to provide appropriate emotional/social/physical or academic support
- Home/school and/or peer group fail to provide a sense of security, identity or belonging
- Attachment issues

It is important also to consider some of the school-generated issues relative to difficult behavior. Staff are regularly required to be resilient and ensure we avoid:-

- Low expectations
- Poorly planned lessons that lack differentiation and awareness of individual needs
- Boring repetitive tasks, routines, poor resources, lack of differentiation
- Staff having favourites, inconsistency, constantly moving the goalposts
- Taking pupils for granted, talking about them and not to them
- Invading personal space
- Over facing, dominating
- Humiliating pupils publicly or privately
- Treating them with no respect or dignity
- Lack of tolerance, shouting etc.
- No sense of humour, not prepared to laugh at themselves
- Not prepared to apologise
- Not consulting, listening to pupils, not giving choices
- Inflexibility of attitude, rigid expectations

We acknowledge we are working in a challenging environment. We must remember that we are an educational community, ***working together to be the best that we can be.***

### ***The Basis of Positive Behaviour Management***

At The Rose School some of the positive behaviour management techniques are based on the theoretical framework of learning put forward by the early behaviourist researchers, Pavlov, Watson, Skinner etc. A behaviourist approach to the management of behaviour is based on a theory of learning that assumes that behaviour is:

- a) Primarily a response to immediate observed events
- b) Determined by its consequences
- c) Learned and therefore is amenable to change

Procedures used to promote positive behaviour management are based on these assumptions. It should be noted however that in c) above some behavioural patterns may be due to medical reasons such as ADD, ADHD or Autistic Spectrum disorders. In these cases a medication programme may well be necessary to support the pupil.

The behaviourist approach is not the only approach used. A supportive, caring and nurturing environment as emphasised by Maslow; and also the emphasis on individual uniqueness and subjective experience where the concepts of self-esteem, self-control and positive regard from significant others are features as outlined by Rogers. This is known as the humanist approach.

## **ABC of Behaviour**

The sequence of events when dealing with problematic observable behaviour can be described as the ABC of behaviour. The sequence is a strategy when analysing unacceptable behaviours. The sequence can be described as follows:

**A – Antecedents** The events preceding the behaviour, also known as triggers. If we find the trigger we can often affect control over them.

For example:-

Did another pupil provoke the outburst?

Is the work within the pupil's capabilities?

Has the pupil lost concentration because the lesson is too long?

Did my own behaviour contribute to the pupil's unacceptable behaviour?

Some antecedents are out of our control for example something that has happened at home or on the way to school.

**B – Behaviour** If we are to devise appropriate strategies for improving the behaviour of pupils we need to describe observed behaviours specifically. What do we mean when we describe someone as aggressive? What form does the aggression take?

- Is it verbal or physical?
- Against property?
- Against other pupils or staff?
- When provoked or unprovoked?

**C – Consequences** Occur after behaviour and influence future behaviour by making it more or less likely to occur again. Consequences may be either positive or negative. If we operate a philosophy of positive behaviour management, then the consequences which should predominate in the school should be positive. The following is a range of positive and negative consequences in use in the school:

### **Positive consequences:**

- Point system
- Merits
- Options
- Privileges at break and lunch time
- Positive verbal reinforcement
- Certificates given out in Assembly
- End of term trips
- Residentials
- Displays of work
- Positive contact with home
- Given jobs to do in school
- Positions of responsibility
- Showing visitors round school
- Letters, photographs and post cards home

### **Negative consequences:**

- Not earning points
- Losing break or lunchtime activities
- Having to make up time at lunch time
- Disapproval
- Working in isolation
- After school detentions
- No options
- Negative phone call home
- Physical intervention (see Care and Control Policy)
- Exclusion

### ***The Prerequisites for Positive Behaviour Management***

- The prime consideration in good behaviour management should be the provision of high quality learning and teaching. Pupils who are well motivated and engaged with what they are learning are far less likely to indulge in unacceptable behaviour.
- As a staff team we need to connect with the pupils, value them and enjoy their successes. Sometimes their behaviour and attitude make this difficult. They can be very personal at times and know how to aggravate. However, we must always remain calm and controlled, ensuring we do nothing to harm the development of positive relationships.
- Always separate the behaviour from the individual. It is acceptable to state that you do not like someone's behaviour but it is not acceptable to state that you do not like the pupil.
- Plan for good behaviour, catch them being good. Frequent use of positive reinforcement can have a dramatic effect. Most of our pupils have rarely received praise. Remember though that a minority of pupils do not cope well with this approach.
- Apply rules equitably and fairly, make the pupils aware of their rights and their responsibilities regarding their rights.
- Model the behaviour you want to see.
- Use tactical ignoring when appropriate.



- Keep the focus on primary behaviours and do not allow yourself to be distracted by secondary behaviours.
- Build trust and rapport, work to repair and restore relationships.
- Teach the pupils how to make amends.
- Avoid open conflict.
- Keep calm and try not to lose your sense of humour!
- Develop a whole school restorative approach to behaviour management.

### ***Our Approach to Behaviour Management***

A major element of positive behaviour management is to give consideration to all pupils, focusing on increasing their self-worth and self-esteem through recognition of effort and highlighting their successes. Unacceptable behaviours are identified and specific targets addressed through 'Individual Personal Targets'. These are reviewed half termly in consultation with pupils, parents and carers. It is also essential that a clearly defined system of rewards and sanctions is consistently applied by all staff.

### **The Points System and Time Owed.**

At The Rose School we operate a whole school points system which serves a number of purposes.

1. It is part of a reward system by which pupils can earn the Option of their choice for the last 25 minutes of each day.
2. The weekly point sheets are an ongoing record of pupil behaviour and attitudes.
3. A weekly phone call or email is made to all parents/carers regarding the week their son / daughter is experiencing.
4. The bonus points are used to award an additional prize for pupils who have demonstrated exceptional standards in lessons throughout the week in Friday's celebration assembly.

The maximum number of points per day is 60. Points are awarded for each of the 6 lessons up to a maximum of 10 points per lesson.

Points are awarded as follows:-

- 3 points for Attitude to Learning
- 3 points for Progress
- 3 points for Personal
- 1 Bonus point

*(See Appendix A for Attitude to Learning and Progress descriptors)*

Six points or above is considered to be a good lesson. If a pupil achieves the maximum of 9 points and therefore demonstrated outstanding achievement throughout the lesson, they will be awarded the bonus point, thus achieving 10 points for the lesson. Every time the bonus point is awarded the name of the pupil is entered for the bonus draw on Friday in the celebration assembly.

However, there are also sanctions in the form of 'Time Owed' whereby pupils who are out of lessons for a short time, will incur a penalty according to how much time they have missed during the lesson. This time is made up during break and lunchtime.

<b>Time Out</b>	<b>Time Owed</b>
5 minutes self-management	No time owed (but you must be outside the classroom, on a 'bus stop', or where pupil support asks you to be, and not disturbing others)
5-10 minutes out	5 minutes owed
10-30 minutes out	10 minutes owed
Out twice or out for the whole lesson	15 minutes owed
If you are out at the end of the lesson (for example you walk out at the end)	5 minutes owed
Out for more than 3 lessons in one day	Detention – time set by staff

- You cannot go back in the last 5 minutes.
- All double lessons will be treated as two singles - therefore if you are out during the first lesson you will start again in the second.
- If a pupil refuses to attend assembly, or arrives late in the morning without a valid reason, they will owe 10 minutes at break.

These rules have been agreed during consultation with both staff and all pupils.

When applying the points system, consistency of application is of paramount importance if the system is to work and have value in the eyes of the pupils.

The system of awarding points should not prohibit in any way the other many ways of rewarding good behaviour and encouraging acceptable attitudes. Each teacher has their own individual way of encouraging good behaviour and effort in their classrooms.

### **Options**

The last 25 minutes of each day are devoted to options. Staff offer a number of activities which pupils choose to do at the start of the day during breakfast club.

In order to attend the option of their choice, the pupils must gain at least 36 points during the course of the day including at least 12 points over the last two lessons in the afternoon.

If a pupil does not gain sufficient points during the course of the day they must spend the last 25 min option time in the time owed room, where staff discuss the reasons why they have not gained their options with them, in a restorative manner. Pupils need to be guided to realise that a different course of action next time will produce a better outcome.

The success of this system lies in the range of Options on offer. They have to be activities which the pupils are keen to do and which provide experiences and opportunities not available to them through the formal curriculum. The options are regularly reviewed by the staff and pupils at student council meetings, and any options which are not well attended are replaced by others suggested by the pupils.

This combined system of points and options acts as an external motivation system by which staff can give constant positive reinforcement to the desired behavioural and academic targets for the pupils. Its ultimate desired outcome is that the pupils, through their own success and raised self-esteem, may ultimately become intrinsically motivated to sustain their own progress independently of the system.

### **Privileges**

Privileges can be earned in lessons by achieving 6 or more points. The 2 lessons before break earn break time privileges and the 2 lessons before lunch earn lunchtime privileges. These privileges include playing pool, basketball etc in the Sports Hall, or other options provided by staff.

### **Dealing with challenging behaviour**

As already stated, it is recognised that in a school population of pupils experiencing severe behavioural, emotional, social and mental health difficulties, that individual pupils will display inappropriate and challenging behaviours.

Teaching staff should not be expected to tolerate poor behaviour in their classrooms but they are expected to use all the various behaviour management strategies at their disposal before asking a pupil to leave the lesson or requesting assistance.

### **Three Strikes**

At The Rose School staff have agreed that a pupil should be given two warnings regarding unacceptable behaviour and following the third offence the pupil should be asked to leave. This three strike rule applies to behaviours such as refusing to work, throwing pens, mild abuse etc. Any behaviour which is a serious risk to the health and safety of other pupils or staff would however, result in a pupil being asked to leave straightaway without two previous warnings.

## **Pupil Support**

Two members of staff are timetabled to facilitate 'Pupil Support' during lesson time with the Deputy and/or Head teacher providing back-up where necessary. Pupil Support staff are there to give support to pupils who have either left the lesson themselves or have been asked to leave. Both members of staff on Pupil Support will base themselves in the corridors unless required to go to a classroom in order to encourage a pupil to get back on track with their learning. A record of pupils who are supported in this way will be kept and analysed by Pastoral Managers, form teams and Senior staff as appropriate.

## **Restrictive physical intervention and the use of the Safe Space (A&B)**

At The Rose School, all staff are trained following the strict guidelines of de-escalation techniques and the use of physical intervention as outlined by 'Team Teach'. At all times we endeavour to employ the guideline of 95% de-escalation and 5% physical intervention wherever possible. However, there are times when a young person's behaviour demands that staff must intervene and take hold of them to decrease the risks to themselves and/ or others present. We employ the system of gradual and graded holds which increase in restrictiveness. For example, if a pupil responds to a linking of arms and walks away with the member of staff, then that is sufficient. Unfortunately, at times, a young person's behaviour can become so extreme that the use of gradual and graded holds is no longer sufficient to manage the situation safely and therefore becomes an elevated risk. At these times the support room may be necessary to control the situation and allow the young person time to gather themselves and become calm and to manage themselves in a safe way.

The 'safe space' is designed in such a way as to ensure the young person is observed **at all times** by pupil support, or a preferred adult, ensuring the pupil spends the least amount of time in it and becomes calm as soon as is possible. Time in the safe space must always be recorded on either an RF1 or RF2.

If the young person does not calm after a period of 10 minutes then the Head teacher or Deputy will be called to make a further decision in the best interest of the young person.

The safe space is only used as a last resort when all other behaviour management strategies have failed. Some pupils will use the safe space to help manage their own behaviour and will choose to spend some time there.

Pupils who have required physical intervention to place them in the safe space may need to be held until they calm down. As soon as they are calm they can be released from the hold. They may then be able to leave the safe space straightaway or may need a few minutes to ensure they are able to cooperate with staff and/ or others.

Once a pupil is calm they should be given the opportunity to either return to class or go to a quiet room to work on their own as an additional means of ensuring that they are in the appropriate state to access their lessons.

Staff and pupils involved in any incident will need to ensure that there is an opportunity to repair and rebuild any damage done to the positive relationships between staff and pupils. An RF1 must be completed by all staff involved in a physical restraint.

Children who are known to be claustrophobic must have special consideration noted in a Positive Handling Plan.

Whilst this action could be regarded as a "Restriction of Liberty" the Local Authority considers it to be a legitimate procedure in that it is used in the best interests of the pupil in terms of preventing injury to the pupil or staff, for the good order of the school and possibly preventing a crime being committed.

### **End of the Day Meeting**

Representatives from each Form Team, wherever possible this should be the Form Teacher, Pastoral Managers and SLT meet together at the end of every day to discuss the pupils individually and other matters arising from the day such as Safeguarding concerns and positive achievements. These comments and discussions are recorded and can then be used for meetings with parents etc. Any decisions regarding sanctions are also discussed at the meeting and where necessary referred to the Headteacher. All paperwork including Incident forms, Damage forms, Racial incident forms and Anti-bullying forms must be brought to this meeting. *(See Appendix B for end of day form)*

### **Sending Home**

A pupil would only be sent home when all previous sanctions have failed to effect an improvement in behaviour or when the incident has been judged as serious enough to warrant sending the pupil home by the Headteacher or Deputy or other appointed person. This sanction is intended to allow the pupil more space/time in which to reflect and reconsider his/her behaviour. He/she would be expected to return to school for a fresh start the next day. Parental consent will always be obtained before sending a pupil home. At times this decision may be made on health and safety grounds.

A re-admission meeting is required to establish if reflection has taken place and any targets or actions set. This is used as a last resort and is intended to diffuse a situation that may eventually lead to the pupil being excluded if the behaviour does not improve. In extenuating circumstances a telephone meeting can be arranged.

Occasionally this sanction may be used to make a point with a young person regarding certain behaviour. At The Rose School a young person is sometimes sent home if they have assaulted another pupil or a member of staff. If the young person is sent home before lunchtime then the sending home would count as half a day's exclusion.

## **Internal Exclusion**

**Reflections** is an Internal Exclusion Room based within the school. The Pastoral Manager is based in the room monitoring pupils for either the full day or part of the day.

Pupils may spend time in **Reflections** due to an incident which took place during the school day, but did not warrant exclusion. Pupils may also be placed in **Reflections** for a day or number of days due to an incident which warranted internal exclusion. At times it may be more appropriate to exclude internally rather than externally. Inevitably, there will be occasions when an external exclusion is the only option. On both of the above occasions parents/carers are informed either by letter or telephone.

Whilst in **Reflections** pupils will follow a set timetable which consists of Maths, English, Science, Literacy/Numeracy, behaviour/confidence and self-esteem work. Pupils in Year 10 and 11 will be allowed to complete any subject course work they have in the afternoon.

At the end of a pupil's internal exclusion, parents/carers will be required to attend a reintegration meeting with the Head Teacher or Deputy. If parents/carers do not attend the student may be required to stay in **Reflections** until the parent/carer is able to attend.

## **Exclusion**

Serious transgressions of school rules or protracted periods of unacceptable behaviour that pose a Health, Safety and Well-being risk may result in exclusion from the school, usually for a fixed term. Exclusions are carried out according to DfES and Directorate guidelines. Exclusion can only be approved by the Head or Deputy in his absence. In all cases of exclusion, parents are notified of their rights to make representations to the Chairman of the Board of Governors.

In line with current legislation if a pupil is excluded for more than 5 days then suitable full time provision should be provided from the 6<sup>th</sup> day.

If a pupil is excluded for more than 1 day then work will be sent home for Maths, English, Science and any GCSE/work if appropriate for the days missed.

Parents are required to ensure that their son/daughter is not allowed to be out and about during school hours during the period of exclusion. A young person seen during school hours is liable to a fixed penalty fine.

Following any fixed term exclusion the parent/carer will be invited for a reintegration meeting. However failure to attend such a meeting would not be allowed to prevent the pupil returning to school. In emergency circumstances a telephone meeting can be held.

On an extremely rare occasion a decision may be made to permanently exclude a pupil. This is a situation that we will always try to avoid and will only occur when there is no other way to manage a pupil in school.

## **Smoking**

The Rose School is a non-smoking establishment, although we would be naïve to not acknowledge some pupils are smokers. Duty staff are vigilant in noting any pupils they see smoking at break and/or lunchtime. If pupils are caught smoking at the beginning or end of the school day, or at break or lunchtime, they will incur a detention for an hour either the same or the following day. This applies to e-cigarettes also.

## **Mobile phones**

Pupils are not allowed to use mobile phones in school. However pupils can travel to school with them for transport emergencies. We do not search pupils when they come into school but if a pupil is seen with their phone they will be asked firstly to put it away safely and secondly to hand it in until the end of the day. Failure to comply with this request would be regarded as a blatant infringement of our rules and the pupil will incur a half hour detention. In the first instance, form teams will contact parents/ carers to seek support with this issue.

## **Involvement of the Police**

Only the Head teacher, the Deputy Head or other appointed person in their absence can make the decision to involve the Police.

This would be as a last resort when every other strategy to resolve the situation has not worked.

The Police may also be involved if a pupil has wilfully committed criminal damage, has seriously assaulted a pupil or member of staff or committed other criminal offences such as theft or arson.

On occasions we have had to call the Police to remove pupils from the site who have been excluded but are unwilling to leave and are creating a Health and Safety risk.

We have developed a good relationship with our local community police team. We are always reluctant to press charges but equally pupils cannot be encouraged to believe that they can assault staff and that nothing will happen as a consequence.

We have a Damage Policy that explains procedures relating to this. Parents/carers should expect to pay some or all of the costs of repairing damage which has been caused deliberately by their son/daughter.

Russ Bridge

Head teacher

Reviewed by Governors January 2017

