

Behaviour Management Policy

1. Introduction

This policy describes our approach to Behaviour Management at Derrymount School. The policy provides a framework for staff when working with students to support their ability to manage themselves in and around school. It will support pupils in developing positive relationships with others, encourage tolerance and understanding of other people’s needs and help develop positive behaviour for learning and living.

We acknowledge that for many of our pupils managing their emotional responses is extremely challenging. Their behaviour is often linked to their special educational needs and this requires an individual approach to managing the challenges they present. Derrymount School is committed to providing a safe and secure environment for all its students, staff and visitors and continually monitors and reviews procedures to enable students to manage their own behaviour appropriately.

Our policy takes full regard of the guidance in Children’s behaviour in school “Volume II – responding to challenging behaviour”.

This policy will be revised in line with the whole school policy review programme after no longer than three years.

2. Aims

The Behaviour Management Policy contributes to whole school teaching and learning aims and objectives specifically through developing each student’s ability to;

- learn in an atmosphere in which they can feel happy and secure and are enabled to enjoy and achieve.
- value cultural diversity and difference
- develop creativity and self-expression
- experience learning that is clear, continuous and shows logical progression
- develop self-confidence and personal interaction skills
- make good or better progress from their individual starting points

3. Objectives

Our objectives include enabling our young people to:

1. Develop the social interaction skills to use in a range of places and situations
2. Communicate their ideas, observations and feelings to the best of their ability and enjoy interaction with others.
3. Learn a range of techniques and methods to express their ideas, feelings or observations in a positive or acceptable way
4. Develop enthusiasm and enjoyment for learning, developing ideas and value those of others
5. Develop skills in planning, evaluating and reviewing their own behaviours
6. Develop their interest and knowledge about the way of life and cultures of other countries.
7. Develop attitudes which help personal and social development and positive attitudes to the ideas of other people, the environment and themselves.
8. Develop an understanding of cause and effect

9. Make positive choices about their behaviours and experience a positive sense of achievement.

4. The Rights and Responsibilities of all members of the school community.

All members of the school community have Rights and Responsibilities.

Our Rights include:

- to be safe and secure from harm
- to be treated fairly and with respect.
- to be listened to and heard
- to work without interference or intimidation from others
- to be provided with adequate challenge
- to be able to enjoy working and be happy at school.

Our Responsibilities include:

- Ensuring we treat ourselves and others with respect.
- Supporting each other to reduce negative behaviours including bullying.
- Respecting the views of other school members, tolerating and celebrating differences
- Showing self-restraint including sorting out disagreements without fighting, intimidation or bullying
- Celebrating our successes and those of others.
- Ensuring we are supported to work at a level suited to our abilities and aptitudes.
- Supporting other school members to improve.
- Supporting each other positively when things start to go wrong so everyone has the opportunity to make the right choices.
- Ensuring appropriate actions are taken to promote positive behaviour (rewards/sanctions)
- Providing and maintaining a calm well-ordered environment in which we can all feel safe and able to focus on our work.
- Developing and using strategies that promote calm and avoid conflict.

5. Behaviours which are not acceptable

At Derrymount School we recognise that there will be times when negative behaviours will occur and it is our aim to reduce these to a minimum by ensuring all of our community know that we will not tolerate:

- Bullying – this can be described as physical, verbal, or written actions or threats which happen several times and are intended to hurt others physically or emotionally, face to face or via multimedia devices which would be called Cyber Bullying.
- Physical aggression towards others or the threat of physical aggression.
- Swearing or using words to insult or incite others.
- Refusal to follow reasonable instructions.
- Verbal abuse including name calling, swearing or using known terms to upset another.
- Damage to property including own, other people’s or schools.
- Deliberate disruption to learning or inciting others to disrupt learning.
- Deliberate interference with others or their belongings or inciting others to do this.
- Sexual touching, texting, sharing of sexual images, self-exposure or sexual threats.

- Prejudice due to race, gender, sexual orientation, disability or any other difference.
- The use of mobile phones or hand held games machines in lessons (unless as part of the curriculum)
- Eating in lessons (unless as part of the curriculum)

6. Behaviours we value and encourage

At Derrymount School we aim to support each other to:

- Respect ourselves and others.
- Improve others self-esteem.
- Be honest and tell the truth.
- Care for others, animals and the environment.
- Develop personal independence, confidence and resilience.
- Cooperate and collaborate with others.
- Be self-motivated and determined.
- Listen and respect other people's opinions.
- Do the best we can.
- Do the right thing.
- Respect rules and restrictions.
- Express our views in a non-threatening manner.
- Forgive others when things go wrong
- Take responsibility (owning up)
- Complete homework tasks

7. Strategies for promoting positive behaviours

Derrymount School aims to manage behaviour openly, fairly, proportionally and consistently. Rewards and sanctions are tools which can be applied on a whole school or individual basis to assist us to raise standards.

When we have to respond to unacceptable behaviour our primary goal is to stop it's repetition and to develop patterns of positive behaviour. We record both positive and negative behaviours using an electronic system called Behaviour Watch and we work with the data by analysing cues and triggers to assist with developing effective strategies to promote, manage, prevent and de-escalate incidents over time.

We have two main school sites one on Church Moor Lane, Arnold and another on Sherbrook Road, Daybrook.

The Churchmoor Lane site provides education for students from primary years through to year 9. This site has restricted access via tagged doors both to outside and inside areas. It also has a "Cool down/Chill out room" which can be used by students who are very angry and aggressive. This room provides a safe space in which to release students who would otherwise need to be held for significant periods of time and could be at risk from continued holding or staff may be at risk from continued holding.

The Sherbrook Road site is for students from year 9 to post 16. It does not have the same level of restricted access and students are expected to have developed a good degree of control over their aggressive outbursts and be able to tolerate others around them. Outside doors remain restricted, inside doors other than staff areas and the IT suite are not restricted by

tagged doors.

On both sites classroom doors must be locked when not in use.

Tags and keys for doors must not be given to students and any loss of tags and keys have to be reported immediately to the school office on either site.

In addition to Churchmoor and Sherbrook sites we have a third provision on Church Street, Arnold known as The House. This provision enables students who cannot manage on either of the main school sites, who have high levels of anxiety or challenging behaviours that require individual or very small work groups and more personalised learning programmes.

Student provision may be offered at one or more of the sites as appropriate to their needs and the wider needs of the school or as an alternative to exclusion.

Alongside whole school strategies individual classes may develop more personalised approaches for individuals to help with positive behaviours. These may include rewards such as:

- Verbal praise
- Stickers
- Small prizes
- Certificates
- Behaviour Watch points and learning merits
- Head Teacher stickers, awards, certificates
- Individual or whole class trips
- Rewards activity time
- Letters home to parents/carers
- Trophies (Annual Awards)
- Personal responsibilities/trust

Wherever possible we try to promote positive behaviours via rewards rather than sanctions. When a sanction is deemed necessary this may be in the form of:

- Loss of a privilege
- Loss of a break time or part of a break time
- After school detention – authorised by the Head Teacher
- Restriction of activity
- Behaviour Watch – negative behaviour points
- Calls to parents/Carers
- Removal from class learning
- Internal exclusion
- Fixed term exclusion – in line with LA policy and procedures

8. Managing Actual or Potential Aggression MAPA

Many of the students who attend Derrymount School have significant difficulties managing their emotional responses and this can result in outbursts of verbal and/or physical aggression towards staff, other students and/or the built environment. As a result of this all teaching staff and some other identified staff are trained to de-escalate and, where necessary, physically intervene and hold students whose behaviours are dangerous and likely to result in physical

harm to themselves or others. In some cases MAPA techniques may be used to assist a young person that needs to be moved from a location to keep them safe. MAPA techniques can be applied to students who are sitting down, standing or in severe situations on the floor and are approved by Nottinghamshire County Council. Staff are trained to use minimum force for the minimum amount of time to enable the student to be safely managed until they are in control and no longer a danger. All interventions are recorded and reported to parents/carers both verbally and in writing.

When physical interventions (MAPA) are ineffective or pose a significant risk to the student or staff it may be necessary to use a safe space to release the student into. This space has to be clear of furniture and other items that could be used by the student as weapons to hurt others or themselves, damage the environment or to build a barricade. Where risks are known these should be supported via a personal behaviour management plan.

All floor hold incidents are reported to the Local Authority MAPA Co-ordinators in accordance with County policy.

In our school the Chill Out/Cool down room is available (Churchmoor Lane Site) for use if a student is very aggressive and does not respond positively to physical intervention. The ability of staff to keep the student and themselves safe during physical intervention and other contributing factors such as supervision of other students may be a consideration as to whether use of the "Chill Out/Cool down room" is appropriate.

The following policy is followed if this facility is used:

Use of the Chill Out/Cool down room

This room is for use with students whose aggressive behaviour is not safe to be managed through physical intervention or whose behaviour would be escalated by physical intervention or when staff are no longer able to safely manage physical intervention due to fatigue, injury or if the number of staff required would leave other students unsupervised and vulnerable.

- Two adults should accompany the child to the Cool Down Room.
- The child should be given the chance to have the door left ajar – if they agree not to come out of the room. The door does not have a lock but a retaining bolt which stops it being kicked toward staff. The door can always be opened inwards.
- The door should only be shut if the child is angry and attempting to leave or is hitting out at the adults.
- At least one adult should be outside at the door of the room when a child is inside.
- When the door is closed the adult should monitor and assess every few minutes through the vision panel, if the child is ready for the door to be opened.
- The adults should help to calm the child in ways appropriate to the child.
- The room must not be used for children to work in.
- The room must not be used as a punishment.
- Adults have no need to physically restrain a child whilst in the room unless they are self-harming
- All directed use of the room must be recorded and reported to Parents/Carers on the day of use.
- Students are able to request use of the room if they feel it will help them de-escalate their raised levels of aggression

The aim is that children spend the minimum time needed in the Chill Out/Cool Down Room to regain control of their behaviour.

Where behaviours are extremely aggressive/dangerous or where staff are unable to safely manage such behaviour without reasonable risk to themselves or others it may be necessary to use police assistance. Once police assistance is called for they will then assess what necessary action needs to be taken. These incidents are rare and wherever possible we would manage the situation in house with our own staff.

9. Behaviour on School Transport

Students who are transported to and from school on Local Authority transport are expected to respect the drivers and escorts and to follow their health and safety directions at all times. Students must wear seat belts throughout their journeys and must not interfere with other students or the transport staff at any time. Food and drink should not be consumed whilst travelling. Students must not throw anything out of the windows or make gestures to other road users.

Where behaviours are unsettled or dangerous prior to the end of the school day it may be necessary to deny access to the transport and parents/carers will be contacted to collect their child from school. Staff will remain with the student until the parents/carers arrive.

We will work with the Local Authority to try to reduce dangerous behaviours and identify suitable solutions to issues that may arise on transport. We do not however have the power or authority to arrange individual transport or make changes to the transport that has been allocated to the student.

10. Monitoring of behaviour

Behaviour monitoring is an integrated part of the school evaluation and development plan. The students' behaviours are recorded on an electronic data base called Behaviour Watch and this enables us to analyse both positive and negative incidents. We look for patterns of behaviours, triggers and follow-up actions to enable us to then evaluate and adapt our strategies to improve provision for students and staff.

Positive behaviours are recorded and used to inform us of winners of annual subject, key stage, Deputy Head and Head Teacher Awards which are presented in the autumn term of the following year. 100% attendance is also rewarded with a trophy and voucher of £100. Where more than one student achieves 100% the voucher is divided equally amongst the winners.

Outstanding achievement awards can also be awarded to students on an individual basis for something which is particularly notable.

Students of all ages have an equal opportunity to win the Deputy and Head Teacher trophies.

11. Monitoring of provision

The Head Teacher is responsible for monitoring behaviour management at Derrymount School and will use the following methods to evaluate the quality of the provision we provide and report

effectiveness to the Governing Body:

1. Lesson observations
2. Learning Walks
3. Work scrutiny and work analysis
4. Target setting and pupil achievements
5. Behaviour Watch – data analysis
6. Assessment data – progress
7. Exclusions data
8. Attendance data
9. Pupil, parent and staff surveys

12. Links to other policies and documents.

- Anti-bullying policy
- Equality policy
- Sexual harassment policy
- Health and safety at work policy
- Keeping Children Safe in Education April 2014
- Working Together Nov 2013
- Physical Intervention Policy
- Guidelines on safe use of the Chill Out Room / Cool Down Room
- Management of Aggression and Violence to Staff Policy
- Children’s behaviour in school “Volume II - responding to challenging behaviour”

This policy is to be reviewed no later than 30th Sept 2017