Derrymount School

BEHAVIOUR MANAGEMENT POLICY

July 2023

| DERRYMOUNT SCHOOL BEHAVIOUR MANAGEMENT POLICY |

1 INTRODUCTION

At Derrymount we regard behaviour as being "the communication of an unmet need".

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 is based on our belief in positive relationships and a restorative approach. It is an approach which acknowledges the pupils' individual circumstances; their SEND and the way this impacts on their lives, which is attachment and trauma aware, and which equips our pupils to identify their emotions, to regulate themselves and to develop strategies that help them to take control of and manage their own behaviour in an appropriate way.

It will therefore support pupils to develop positive relationships with others, to encourage tolerance and understanding of other peoples' needs and to develop positive behaviour for living and learning.

We acknowledge that for many of our pupils managing their emotional responses is extremely challenging. Their behaviour may be linked to their special educational needs, to traumatic experiences in their lives and to attachment issues. This requires an individual approach to managing the challenges they present. Derrymount School is committed to provide 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.

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 pupils' 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 original starting points.
- Prepares them for the next stages of their journey into adulthood.

3 OBJECTIVES

Our objectives include enabling our young people to:
- Develop the social interaction skills to use in a range of places and situations.
- Communicate their ideas, observations, and feelings to the best of their ability and to enjoy interaction with others.
- Learn a range of techniques and strategies to express their ideas, feelings, or observations in a positive or acceptable way.
- Develop enthusiasm and enjoyment for learning, developing ideas and value those of others.
- Develop skills in planning, evaluating, and reviewing their own behaviours.
- Develop their interest and knowledge about the way of life in their own and other communities and cultures.
- Develop positive attitudes and relationships which help personal and social development and positive attitudes to the ideas and values of other people, the environment and themselves.
- Develop an idea of cause and effect.
- To identify their own emotions and be able to feel positive about themselves.
- Develop a positive sense of achievement.
- Regulate and control their own responses to their emotions and experiences.

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 restoratively and 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 and to work in a restorative way to resolve conflicts, to repair relationships and put things right.
- Celebrating positive behaviour.
- 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.
- Developing strategies to identify and recognise our feelings and the appropriate responses to them.
- Developing resilience so we can take risks in a safe and secure environment.

5 BEHAVIOURS WHICH ARE NOT ACCEPTABLE

At Derrymount School we recognise that there will be times when negative behaviours 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.
- Child on Child abuse.
- Sexual violence or sexual harassment.
- 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, sexting, or 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 handheld devices in lessons (unless as part of the curriculum).
- Eating in lessons (unless as part of the curriculum).

In line with our sexual harassment policy, we will not dismiss sexual comments as "banter" and will address these with the individual pupil or groups of pupils in a way which will help them to understand as well as to prevent further incidents. All victims of sexual harassment or sexual violence will be supported and reassured that they are being taken seriously.

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 peoples' views and opinions.
- Do the best we can.
- Do the right thing.
- Respect rules and reasonable restrictions.
- Express our own views in a non-threatening manner.
- Forgive others when things go wrong.
- Take responsibility for our own part when things go wrong.
- Work restoratively to put things right, repair relationships and to resolve conflict.

7. STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

Derrymount School aims to manage behaviour openly, fairly, proportionately, and consistently. When we respond to unacceptable behaviour our primary goal is to stop its repetition and to develop positive patterns of 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 positive behaviour and to manage, prevent and de-escalate incidents over time.
We use a variety of approaches according to the individual needs of the pupils which may include PACE, Emotion Coaching, The Incredible 5 Point Scale and the Assault Cycle, (Kapplan and Wheeler). Our aim is always to support the students to understand their behaviour and to develop calming strategies with the eventual outcome being that they will be able to control and manage their own responses appropriately and independently.
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 which may be collected for prizes / vouchers
- Head Teacher stickers, awards, certificates
- Individual or whole class trips
- An activity the pupil enjoys
- Letters / Dojo home to parents/carers
- Personal responsibilities/trust

8. STRATEGIES For MANAGING NEGATIVE BEHAVIOUR

We aim to use positive language with the pupils and are aware that many pupils, particularly those with Attachment Disorder feel shame. We develop a restorative approach so after an incident if there are consequences or sanctions, they are applied in a restorative way so that the emphasis is on conflict resolution, putting things right and repairing relationships rather than being punitive. When a sanction is deemed necessary (based on risk) this may be in the form of:
- Calls to parents/Carers
- Loss of a privilege
- Loss of a break time or part of a break time
- Restriction of activity
- Removal from class learning
- After school detention – authorised by the Head Teacher
- Internal exclusion
- Discussion with school Early Intervention Police Officer
- Fixed term exclusion – in line with LA policy and procedures

Our Churchmoor Lane site provides education for pupils from primary years through to year 8 or 9. This site has restricted access via tagged doors both to outside and inside areas as some of our pupils are not yet able to use some spaces safely without close supervision.

The Sherbrook Road site is for pupils from Year 9/10 to post 16. It does not have the same level of restricted access as the Churchmoor Site as there is an expectation that the pupils have developed a greater degree of control over their emotions or aggressive outbursts and are better able to tolerate others around them. These pupils are better able to use different areas including the outside environment as a way of calming themselves without putting themselves or others at risk. Although external gates remain restricted, doors other than staff areas and the IT suite are not restricted by tagged doors. This also enables the pupils to prepare for the wider world of college and work.

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

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

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 fixed term exclusion.

When there have been incidents of negative behaviour, we follow a restorative approach which aims to resolve conflict, rebuild relationships, and repair damage.

9. COPING WITH RISKY BEHAVIOURS

Some of the pupils who attend Derrymount School have significant difficulties managing their emotional responses due to difficulties arising from their special needs or through past trauma and display "fight or flight" responses. This can result in outbursts of verbal and/or physical aggression towards staff, other pupils and/or the built environment. As a result of this all teaching staff and some other identified staff are trained to prevent, 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 CRB techniques (formally known as MAPA) may be used to assist a young person that needs to be moved from a location to keep them safe. CRB techniques can be applied to pupils who are sitting down or standing as approved by Notts County Council. Occasionally a pupil may pull staff to the floor and in this situation we aim to disengage from the hold as quickly as possible. 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 verbally and via the incident form if requested.

When physical interventions (CRB) 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. Where pupils are likely to present risks, these should be supported via a personal behaviour management plan which is reviewed as appropriate.

On very rare occasions where behaviours are extremely risky 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. These incidents are extremely rare and wherever possible we would manage the situation in house with our own staff.

10. **Behaviour on School Transport**

Pupils who are transported to and from school on Local Authority transport are expected to respect the drivers and escorts and to always follow their health and safety directions. Pupils 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. Pupils 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 pupil.

11. **Monitoring of Behaviour**

Behaviour monitoring is an integrated part of the school evaluation and improvement plan. The pupils' behaviours are recorded on an electronic database 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 pupils and staff.

Data on behaviour including Incidents, Physical Intervention and Fixed Term Exclusions are reported to Governors at the PPB committee meetings and to the Full Governors Meeting via the Head Teacher Report to Governors.

12 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:
- Lesson observations
- Learning Walks
- Work scrutiny and work analysis
- Target setting and pupil achievements
- Behaviour Watch – data analysis
- Assessment data – progress
- Suspensions data
- Attendance data
- Pupil, parent and staff surveys

13 LINKS TO OTHER POLICIES AND DOCUMENTS

- Anti-bullying policy
- Equality policy
- Child on Child Abuse and Sexual harassment policy
- Health and safety at work policy
- Keeping Children Safe in Education Sept 2022
- Working Together July 2018
- Physical Intervention Policy
- Management of Aggression and Violence to Staff Policy
- PHSE and RHSE Policy
- Understanding Behaviour in Schools – A Relationship Based Approach to Inclusion Notts LA Oct 2020

This policy is to be reviewed no later than Sept 2024