



# Behaviour Management Policy

SCHOOL POLICY & PROCEDURE

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# Behaviour Management Policy

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# Behaviour Management Policy

## Statement of Intent

Talbot House Children's Charity believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of many things, pupils can present poor behaviour as a way to communicate. At Talbot House we will address the needs of each pupil and individualise a graduated response.

The school is committed to:

- Promoting positive behaviour.
- Promoting self-esteem, self-discipline, resilience, regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- Promoting a culture of reflection, praise and encouragement in which all pupils can achieve.

## Our school rules

### Respect yourself

Try your best – be kind – avoid bad language

### Respect others

Help others – be polite – support each other

### Respect school

Look after our space

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## 1. Rewards

### Our rewards system:

- 100% attendance certificates weekly.
- 100% attendance vouchers termly.
- Star pupil certificates weekly.
- House points.
- End of term rewards days.
- E-banking pocket money related to attendance.
- Certificates for 'most words read' and 'most quizzes taken'.
- Entries submitted from the competition from our weekly newspaper, 'Talbot Tatler'.

100% attendance certificates are handed out in assembly every week, these are for pupils who have attended every day for the week. At the end of each term pupils who have 100% attendance to date will receive a voucher.

Staff pupils – each week staff choose pupils who have gone above and beyond in lessons. Alternatively, any member of staff can award a certificate for being respectful, kind to others or supported other pupils.

House group points are awarded in lessons, pupils can earn up to two house points in each lesson. Pupils carry their points cards with them and staff will initial them at the end of the lesson. At the end of each day the pupil will hand them to their house group lead and collect them each morning.

At the end of each week, the care team will collect and count the points. If pupils reach a % of points they will get a pick out the box, and at the end of each half term house points go towards rewards.

E-banking pocket money – pupils are rewarded for attendance and to support improving attendance. At the end of each half term attendance is calculated and depending on their targets or achievement will depend on the value of their pocket money.

The points are read out each week in assembly, this promotes healthy competition between house groups.

In assembly we announce the pupils who have read the most words and completed the most quizzes. Totals are added to our charts around school for everyone to see which house groups are reading the most.

We have our weekly newsletter, 'Talbot Tatler', this is written by pupils. Each week there is a competition, and two winners are chosen, they will each receive a book.

## 2. General Supervision of Children

Talbot House staff are expected to be fully committed in building good relationships with all pupils. Being fair and understanding of pupil's individual needs should be a priority.

- Staff should be fully informed of a pupil's support plan.

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- Staff should be consistent.
- Staff should speak to the SENCO, Care Team or Head Teacher if they need advice for strategies to support the pupil.
- Staff must be vigilant when pupils are out of direct view. This could be during breakfast, between lessons, break time, or lunchtimes.
- Staff should interact positively with pupils at all times using the 'Thrive Approach'.
- The Care Team will support both staff and pupils and can be called upon when all other strategies have been exhausted. For example the pupil may need a movement break, or time out in the calm room or sensory room.

### 3. Roles of Responsibility

For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual. Young people can be both victims and perpetrators of abuse.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression.

3.1 For the purpose of this policy, the school defines "low level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low level disruption
- Failure to complete classwork
- Rudeness
- Disruption on transport
- Refusing to hand in mobile phones
- Graffiti.

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“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.

### 3.2 “Challenging behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils

### 3.3 **Teaching staff are responsible for:**

- Being familiar with each pupil’s strengths, difficulties, and needs.
- Familiar with the pupils’ support plan and responsible for keeping these updated.
- Using their knowledge of the pupil to keep each pupil’s support plan up to date to work to limit any inappropriate behaviour and scaffold and support positive behaviours and outcomes.
- Accepting support and guidance, as well as seeking knowledge and support from the Care Team, Head Teacher, Assistant Head/SENCO, when required.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning and adapting lessons to address potential areas of difficulty to ensure that there are no barriers to pupils achieving their full potential, and that all pupils’ “need” allowing all pupils access to study the national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

### 3.4 All members of staff, are responsible for:

- Adhering to this policy and ensuring that all pupils do.
- Promoting a supportive and high-quality learning environment and modelling high levels of behaviour.

### 3.5 Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

### 3.6 Parents are responsible for:

- The behaviour of their child(ren) inside and outside of school.

Positive teacher-pupil relationships are key to ensure all pupils can make the best progress academically and socially to prepare them for adulthood. The

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school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation for all pupils to become resilient and face challenges they may encounter in life.

- 3.7 Teachers and support staff will enforce a number of strategies to establish positive relationships with their pupils – these may include:
- Welcoming pupils as they enter the classroom.
  - Ensuring pupils understand what is expected of them.
  - Creating a positive environment where every pupil feels comfortable, safe and respected.
  - Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
  - Engaging with pupils during lunchtime and break time.
  - Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.
  - All staff have a consistent approach.
- 3.8 Within the classroom, teachers and support staff will establish clear expectations and follow our respect values – this includes:
- Acknowledging and giving praise when a pupil demonstrates good manners.
  - Encouraging pupils to treat others with respect by modelling the desired behaviour.
  - Informing pupils of the importance of treating others the same way they like to be treated.
  - Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
  - Establishing a politeness attitude to help pupils understand basic manners and respect.
- 3.9 The importance of showing respect to others:
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
  - Informing pupils of the importance of treating others the same way they like to be treated.
  - Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
  - Establishing a politeness ethos to help pupils understand basic manners and respect.
  - Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, preparing them for adulthood.



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3.10 The school aims to promote resilience as part of a whole-school approach, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

3.11 Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE
- Positive classroom management
- Developing social skills
- Working with parents
- Peer support
- Thrive

All staff will record incidents, behaviour, communication via CPOMS and actioned. The expectation is that staff record at the first opportunity they have to ensure accuracy of an account. Other staff will then follow on within the 'action' box.

#### 4. Understanding Behaviour

- What appears to be the underlying cause of the pupil's actions?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What strategies can the pupil use to ensure their needs are met?
- What strategies can be implemented change?

See annex A for flow chart

#### 5. De-escalation Strategies

Where negative behaviour or dysregulation is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Applying the Thrive approach.
  - Vital Relational Function
    - Attune
    - Validation
    - Containment
    - Regulation

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- PACE
  - Playful
  - Accepting
  - Curious
  - Empathy
- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil, a face-saving route out of confrontation e.g. that if they stop the behaviour then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

## 6. Intervention

All members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. At Talbot House we use Positive Handling as a last resort. If Positive Handling is used there should two members of staff present, staff should initially call for the Care Team for support, however, judgement will be required in certain situations such as an incident that may result in a serious outcome.

### 6.1 Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil.
- A pupil tries to, or does, conduct deliberate damage or vandalism to property.
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects.
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others.
- A pupil school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption.
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit.
- A pupil is behaving in a way that is seriously compromising good order and discipline.

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- A pupil persistently refuses to take time out if unsettled and is causing disruption classroom.
- A pupil is hurting themselves.

6.2 Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. All staff will be expected to exhaust all strategies outlined in the support plan and attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that physical intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

The head teacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Any form of drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm.

6.3 Staff wherever possible will ensure that a second member of staff is present to witness the physical intervention used.

- After an instance of physical intervention, the pupil's parents/carers will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day in the event of health and safety and/or a suspension has been issued.
- Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension in the first instance. It is at the discretion of the Head Teacher as to what behaviour constitutes for an suspension.
- When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

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## 7. Behaviour off School Premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

- Staff can enforce sanctions for pupil's misbehaviour outside of the school premises during the school hours when on a school related activity.
- The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.
- In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.
- Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the **Complaints Procedure Policy**.

## 8. Staff Training

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

- Teachers and support staff will receive training on this policy as part of their induction.
- All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an annual basis.
- Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

## 9. Suspension

- We will suspend a pupil if we have exhausted strategies and processes. Under section 36 of the Education Act 1944, parents have a duty to secure the education of their children.
- All young people should be in school developing academically and socially. It is therefore our responsibility to keep to a minimum the occasions on which a young person is excluded from this school.
- Suspension is a disciplinary sanction to be used when all other sanctions have failed. Unlike most other sanctions outlined in this document, it is only to be used by the Head Teacher. Further, it is only to be used in response to serious breaches of the school's behaviour policy or of the criminal law (though this in itself should not always lead to automatic suspension) and is not an appropriate response to every form of behavioural difficulty.

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## 11. Anti bullying

**Definitions** “bullying” is defined a repeated, deliberate act which causes pain, embarrassment, or discomfort to another.

- **Repetition:** incidents are not one-offs; they are frequent and happen over an extended period.
- **Intent:** the perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** bullying is generally targeted at a specific individual or group.
- **Power imbalance:** whether real or perceived, bullying is generally based on unequal power relations.

### Types of Bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything.

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

### Signs of Bullying

Although the signs outlined below may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour. Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school.
- Unwillingness to attend school.
- Repeated or persistent absence from school.
- Becoming anxious or lacking confidence.
- Saying that they feel ill repeatedly.
- Decreased involvement in schoolwork.
- Missing possessions.
- Asking for money from other pupils.
- Cuts or bruises.
- Lack of appetite.
- Unwillingness to use the internet or mobile devices.
- Lack of eye contact.
- Becoming short-tempered.
- Change in behaviour and attitude at school.

Please refer to our Anti Bully procedure for more information.

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## ANNEX A

### Behaviour Process

We aim to challenge, de-escalate, discuss, listen, and understand when pupils' behaviour is not appropriate. Initially we will attempt to support pupils to make the right choices. This could include using the 'Thrive Approach' or strategies identified from their support plan. In the event of behaviour escalating, we have processes in place. In some events we may have to use Positive Handling strategies to avoid further injury to themselves, other pupils or staff.

