

## **Blackburn with Darwen L.A.**

### **St. Thomas's Centre**

#### **Behaviour Management policy**

#### **Rationale**

The purpose of this Behaviour Management policy is to produce a working document that reflects the current needs of the Centre. The policy is intended to build upon previous practice and enable a consistent approach to managing behaviour across the Centre.

At St Thomas's we seek to provide a personalised experience that identifies and responds to the circumstances and needs of each individual child or young person. Behaviour management is an integral part of the curriculum which teaches appropriate and relative social skills to the pupils thus allowing them to participate as fully as possible in the PRU, home and community.

#### **Aims and expectations**

St Thomas's Centre will provide a safe ,secure ,calm, working and caring environment where all pupils feel valued and enabled to develop their skills and talents.

- Prepare pupils for reintegration into future educational establishments where appropriate.
- Prepare pupils for adult life and a place in society.
- Ensure good order at the Centre.
- Raise pupils' self-esteem.
- Develop good relationships within the Centre.
- Encourage pupils to develop a sense of personal responsibility through self-discipline and challenge.
- Encourage pupils to develop a sense of "self" and give them the courage to be themselves.
- Encourage pupils to accept and understand other people, including those in authority.

The Behaviour Management policy is designed to support the way in which all members of the Centre can work together with the common purpose of removing barriers to learning for our pupils.

A major determinant of a good behaviour and a positive ethos in the Centre is the quality of relationships between staff and young people. Therefore all staff working at St Thomas's will encourage pupils to

- Attend regularly and on time.
- Be patient , polite and considerate of others.
- Be respectful to each other, the staff, Centre and its equipment.

### **Parents/Carers**

Pupils learning is maximised when there is a positive relationship between pupils, parents /carers and staff. St Thomas's will

- Encourage active parental involvement.
- Ensure regular verbal and written communication that concentrates on positive behaviour and progress.

### **Pupils**

Pupils are aware of their rights and responsibilities and are actively encouraged

- To have high expectations of their own behaviour.
- To help establish and keep acceptable standards.
- To take more responsibility for their own and others learning and behaviour.

### **Staff**

Whilst the staff at St Thomas's aim to ensure that the curriculum delivery meets the needs of all of our pupil. It is essential to recognise that teaching and learning goes hand in hand with good behaviour-well planned, differentiated and engaging lessons promote positive behaviour .St Thomas's staff will also

- Ensure Schemes for learning consider the needs of all the pupils.
- Use a wide variety of teaching styles and plan to accommodate individual learning styles.
- Foster positive relationship with each pupil.
- Make boundaries and model acceptable behaviour; promote appropriate behaviour through positive reinforcement.
- Celebrate and reward success.

### **Methodologies**

The pupils will have a clear understanding of the high standards of behaviour that is expected at all times within the Centre. Tutors give clear guidance and support to promote positive behaviour.

Routines and a structured timetable together with clear boundaries ensure pupils have an understanding of how they need to behave. The nurturing environment provided in tutor rooms allows the development and improvement of social skills, communication and emotional well-being all essential towards raising self-esteem, self-confidence and ultimately self-discipline.

At St Thomas's 5 simple rules support the behaviour framework that underpins a clear system of rewards, sanctions and individual intervention and support programmes.

Pupils are encouraged to:

- **Arrive on time and settle quickly.**
- **Listen and follow instructions.**
- **Respect other people and their property.**
- **Speak to each other politely and respectfully.**
- **Make a positive contribution to lessons.**

To encourage and promote these rules young people will be accompanied at all times within the Centre. Pupils are also to remain on St Thomas's site unless given permission to leave.

When pupils are taking part in visits or activities away from the Centre all pupils are expected to treat other members of the community and their property with respect and courtesy.

Whilst travelling to and from their destination pupils must comply with the driver's instructions and adhere to the transport agreement.

Staff will ensure that the rules and expectations of good behaviour together with the classroom management routines are consistently applied to ensure effective behaviour management.

## **Bullying**

Section 89 of the Education and Inspections Act 2006 states schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. Bullying in any of its forms (cyber-bullying, emotional and/or physical) will not be tolerated at St Thomas's. For further details on how St Thomas's fulfils its legal duties under the Equality Act 2010 in respect of safeguarding and Special Educational Needs and dealing with bullying and harassment refer to the Anti-Bullying Policy.

**Inappropriate sexual, racist and/or homophobic behaviour and language is not acceptable and will not be tolerated.**

St Thomas' consistently encourages and rewards positive behaviour

- Using verbal praise when young people behave appropriately.
- Praise postcards, certificates and positive telephone calls home.
- Extra privileges, golden time, reward activities and trips.

St Thomas's Centre operates a positive rewards system, whereby pupils can earn and be awarded points for positive behaviour, exhibiting resilience and taking an active role in their own learning. This plays a major role in managing Behaviour for learning.

Reward points are awarded to pupils in a way that is relevant to the provision they attend.

- Primary Pupils can gain daily points for following the school rules, good behaviour in the classroom and during playtime.
- A maximum of 50 points must be earned to access Golden time activities at the end of the day.
- Bonus points can be received for positive actions towards others, good behaviour on the journey to school and bringing in the "home school book" as well as being recognised as Star of the Week.
- Bonus points can be redeemed at a weekly prize shop.

KS3 and KS4 pupils gain points for positive behaviour and participation in

- Registration-5points
- Lessons-10 points
- Lunch-5 points
- Resilience -5points (depending on Provision)

A target of 45 points (may vary according to provision) is required for participation in Reward time in an afternoon. Bonus points can be awarded throughout the day for positive involvement in the learning environment and contributing to the well-being of others.

Reward activities are arranged and organised in conjunction with pupil voice.

Compulsory Education sessions are attended by those pupils who have not gained the target points score required to achieve reward time.

St Thomas's Centre staff will discourage negative and challenging behaviours and pupils are made aware of the consequences/sanctions. At the Centre it is not always possible to respond to negative behaviour in the same way for every child and so the policy confirms that any negative behaviour will elicit adult intervention.

Where poor behaviour choices are made and minor and or major incidents are experienced St Thomas's Centre will apply any of the following sanctions:

### **Sanctions**

- Verbal warning
- Loss of break time.
- Loss of Golden time/reward time.
- Loss of enrichment activities.
- Parents /carers contacted.
- After school detention.
- Report card/monitoring cards.

- Meetings with parents and other involved care agencies.
- Taught in isolation.
- Personalised curriculum ( could include off site)
- Fixed term exclusions.

The principles of the Behaviour Management policy are that young people are given an understanding of the expected behaviours, the rewards and consequences that are available.

At St Thomas's this is achieved initially during the Induction process, whereby pupils, parents/carers are informed of the expectations, rules, rewards and sanctions. There after all staff play a vital role promoting Behaviour for learning. There are posters displayed in every classroom acknowledging the rules of the Centre as well as the sanctions and young people are aware of reward points via charts or Tutor file.

Recordings of behaviour incidents and are done via Sims database. Details regarding minor and major behaviour incidents are recorded; ensuring details are completed in full and dispassionately. This allows Provision Leaders with a useful tool to identify issues, patterns and areas requiring support for individual pupils. Achievements and rewards are recorded also on the database.

### **Restorative Justice**

St Thomas's aims to use restorative approaches to teach pupils how to manage their relationships, foster the development of self- discipline and promote accountability and conflict resolution. We positively encourage pupils to be self-confident and able to resist negative peer group pressure.

At St Thomas's mediation and restorative conferences are held after a young person has presented particularly challenging behaviour and also on returning to the Centre post exclusion. During mediation and reflection the pupils are encouraged to consider what they could do to manage their own behaviour differently in the future whilst connecting their behaviours to feelings and discussing alternative behaviours and strategies to resolve future incidents. It is accepted within the Centre that mediation will often be delayed due to the very nature of the young people. It allows time for the young person to "cool off" and they are often in a better frame of mind to discuss emotional well- being. These sessions are also used to identify triggers and strategies of support that would be included in any Individual Support Plan that the young person has and which is then shared with all their teaching staff to increase the support base for that pupil.

St Thomas's will provide protected space and time for all involved in incidents of bullying and where possible to discuss and resolve causes and consequences of their behaviour using restorative justice techniques and reduce ongoing conflict situations.

### **Exclusions**

The vast majority of behaviour is managed in the centre using the detailed sanctions however when more serious and challenging behaviours occur a Fixed Term Exclusion will be the consequence. St Thomas's does NOT permanently exclude its pupils.

In accordance with the Education and Inspections Act 2006

- Parents/carers will receive written notification of the Fixed Term Exclusion; including return date and the appeals procedure.
- Parents informed of their responsibility for ensuring the young person is not present in a public place without appropriate reasons.

St Thomas's also invite parents/carers to a planning/post exclusion meeting. Additional professionals involved with the young person may be invited if appropriate to this meeting. During the post exclusion meeting the incident is discussed, the young person reflects upon the behaviours resulting in the Fixed Term exclusion, strategies to support/prevent further incidents agreed. This may result in the provision being adapted/modified to support the learning of the pupil. The young person is then allowed back into class. A restorative conference may be arranged to aid re-integration.

At St Thomas's only the Head teacher can authorise a Fixed term Exclusion.

### **Team Teach Strategies**

At St Thomas's Centre the majority of young people respond positively to the discipline and behaviour management practised by the staff. This ensures the safety and well-being of all young people and the staff in the Centre. In exceptional circumstances and emergency situations, the behaviour policy requires staff members to work with a young person in such a way that positive handling is used.

All staff at the centre are Team Teach trained, and follow the Team Teach strategies when responding to incidents where there is a developing risk of self-harm to individuals and imminent risk of damage to property.

At St Thomas's our priority is on

- Personalised de-escalation strategies
- Staff will at all times attempt to divert, defuse and de-escalate a given situation using communication skills, humour and distraction.
- To actively reduce risk and the need for restraint.
- To use graduated and graded Team Teach techniques based on providing maximum amount of care, control and therapeutic support for the shortest time necessary to ensure the safety of all concerned.

All incidents requiring Team Teach positive handling techniques will be reported, recorded, monitored and evaluated by the appropriate staff. Parents and carers will be informed on the day of any incident.

Team Teach strategies are adopted by St Thomas's with the aim to promote positive behaviour through de-escalation whilst promoting and protecting positive relationships.

The procedures at the Centre are in harmony with "the use of reasonable force" advice from the DfE together with the Education and Inspections Act 2006.

## **Confiscation of Pupils' property and Searching of young people**

To ensure a safe and secure learning environment St Thomas's states that no offensive weapons or materials are brought into the centre. This includes

- Knives and weapons
- Alcohol
- Illegal drugs
- Fireworks
- Pornographic images
- Any article that staff reasonably suspects has been or is likely to be used to commit an offence.

Staff have a statutory power to search pupils possessions where reasonable grounds for suspicion that a prohibited item is present. St Thomas's recognises its obligations under the European Convention on Human Rights that pupils have a right to expect a reasonable level of personal privacy during a search and that a witness will be present during any search. Centre staff can also confiscate any prohibited items found as a result of a search and will retain/dispose of any of these items in line with the statutory guidance from the Department for Education and legislation. Parents/carers will be informed if their child has been searched and matters arising from the incident will be discussed.

All parents/carers and young people attending the Centre are made aware of what items are prohibited, and that any other valuables eg mobile phones, speakers brought into the centre should be handed into staff where they are placed into a locked safe until the end of the school day.

## **Specific Behaviour Management**

Within the framework to promote positive behaviour for learning St Thomas's also incorporates more specific tools for instance the use of a school Behaviour Agreement. This is explained, discussed and signed by the young person, parent/carer during their induction meeting on starting at the Centre. So the young person is aware of the expectations and responsibilities regarding positive behaviour on entering the Centre.

Individual Support Plans are used by Provision Leaders at the Centre. These are detailed individual needs specific plans. Devised in conjunction with the parents/carers, the young person and the Provision Leader. Evidence from Sims behaviour log, information from other relevant agencies and recent attendance and academic tracking data will be reviewed and used to identify areas of concern. Targets will be agreed that are specific to the behaviours that need to change as well as strategies of support to assist the young person make the necessary improvements. The Individual Support Plans are reviewed every 6 weeks to ensure effective support is provided.

St Thomas's conducts Behaviour profiles on its young people. A Boxall Questionnaire is completed by Provision Leaders in conjunction with a form tutor. It covers areas of self-control, social skills,

emotion well-being and management of behaviour. It will provide suggested support strategies to be used by teaching staff across the curriculum. This information will be incorporated into Individual Support Plans and also used for behaviour targets during Academic reviews.

Academic Tracking at St Thomas's ensures data is collected and analysed regarding the young person's attainment. This data allows staff to ensure each young person can access the curriculum and is making progress, highlights difficulties and ensures differentiation and intervention can be arranged providing a more personalised curriculum for each young person. It is recognised that the ability to access learning will reduce negative behaviour.

Each provision at St Thomas's sets aside time daily to allow communication between staff. Routine briefings and meetings allow the Provision team to discuss pupils during informal discussions. Staff use this time to share good practice and promote positive behaviour whilst identifying individuals causing concern and agreeing strategies that would support the young person. Also at these meetings the sharing of information regarding external events influencing any young person allows staff to plan, prepare and support them in times of crisis and decrease the risk of negative behaviours.

The Educational Welfare officer together with Provision Leaders and Senco work closely with outside agencies that may be involved with our young people. This enables planning of specific support and professional help and intervention to promote positive behaviour and reduce the incidents of crisis.

### **Behaviour Management Strategies**

St Thomas's Centre needs to be a safe place because of the nature and vulnerability of our young people. It is essential that all staff at the Centre are provided with the necessary skills to promote behaviour for learning and to de-escalate incidents of challenging behaviour. It is part of the framework to support Behaviour Management that advice is given to identify and manage challenging behavioural displays of anger.

### **Classroom management and strategies for diffusing situations**

- Routines that pupils understand and comply with- when and if they can leave their seat.
- Remind pupils of expectations-give specific instructions.
- Outdoor clothing and head gear removed and St Thomas's Centre sweatshirts worn.
- Refer to rules and rewards displays.
- Seating plans that support all learners-groupings, abilities, SEN needs.
- Equipment is prepared and in good condition-promotes the feeling of being worth it.
- Consistent use of verbal praise and rewards.
- Check for understanding.
- Challenge inappropriate behaviour – not disproportionate responses.
- Use low level interventions-non-verbal/proximity.
- Planned ignoring.
- Time out.



- Task distraction.
- Avoid over use/threat of detentions.
- Schedule time to deal with some behaviour issues rather than discussing pupils' behaviour in public.
- Plan activities for equipment failure-back up plans.
- Remove distractive objects.
- Plan and control the curriculum-periods of the day.
- Ensure you know the pupils-triggers and mood.
- Apply sanctions and ensure followed through while maintaining common sense.
- Remain calm and avoid personal or emotional responses.

### **Managing Challenging Behaviours**

Care and consideration for the safety and well-being of other young people is paramount. In any given situation ensure pupils not involved can be taken to a place of safety. Provision Leaders and members of SLT and the Head teacher to be informed. Staff are to remain calm and consider their actions to ensure they avoid personal injury.

- Allow students freedom to move around.
- Personal space.
- Communicate with the young person at all times.
- Stay calm and quiet voice.
- Use distraction topics of conversation, food or drink.
- Avoid confrontation.
- Allow some physical activity.
- Allow a safe exit.
- Consider if containment is necessary.
- Encourage the young person to regain control of physiological signs-breathing, talking calmly
- Ask the young person what they need and respond if appropriate.
- Take them away from the situation and allow time to recover and regain sense of self.

Any major incident will be reported to parents/carers and recorded. A major incident will result in a Fixed Term exclusion. A restorative session to resolve the conflict will be offered. Provision Leaders will use the report to assist in producing strategies for an Individual Support Plan and the information will also be used to review any working practices and procedures that may have contributed to the incident.

### **Inset**

Effective behavioural management will be an ongoing maintenance issue within St Thomas's development plan. It is essential that Inset is available to all staff within the Centre to allow them to fulfil their vital role in behaviour management.

The Senior Leadership Team will regularly update the staff on legal guidance and information received by the DfE. They will also bring to notice any official publications on Behaviour management.

Inset regarding Behaviour management will be delivered by both external agencies and “in house” professionals. The SLT will advertise published courses and provide opportunities for individual staff members to attend. At times prioritising courses in line with specific development issues at the Centre.

Staff at St Thomas’s are involved in a more informal programme of training via the Professional Partnership programme. This gives the opportunity of sharing good practice for personal development in areas such as promoting behaviour for learning which will have a positive impact on behaviour management.

### **Complaints procedure**

If parents/carers have concerns with the approach to managing their son/daughters’ behaviour (sanctions/positive handling/searching) they should be discussed initially with the Head teacher at St Thomas’s Centre. If the complaint is not resolved then the parents/carers should contact the Chair of the Management Committee in writing through the Centre.

Approving Body & Date:

Signed on behalf of Management Committee Chair and Head Teacher: *D. Thomson* (Vice Chair )

Date: December 2016

Reviewed: December 2017

