

# **Behaviour management: Key information for staff**

September 2017

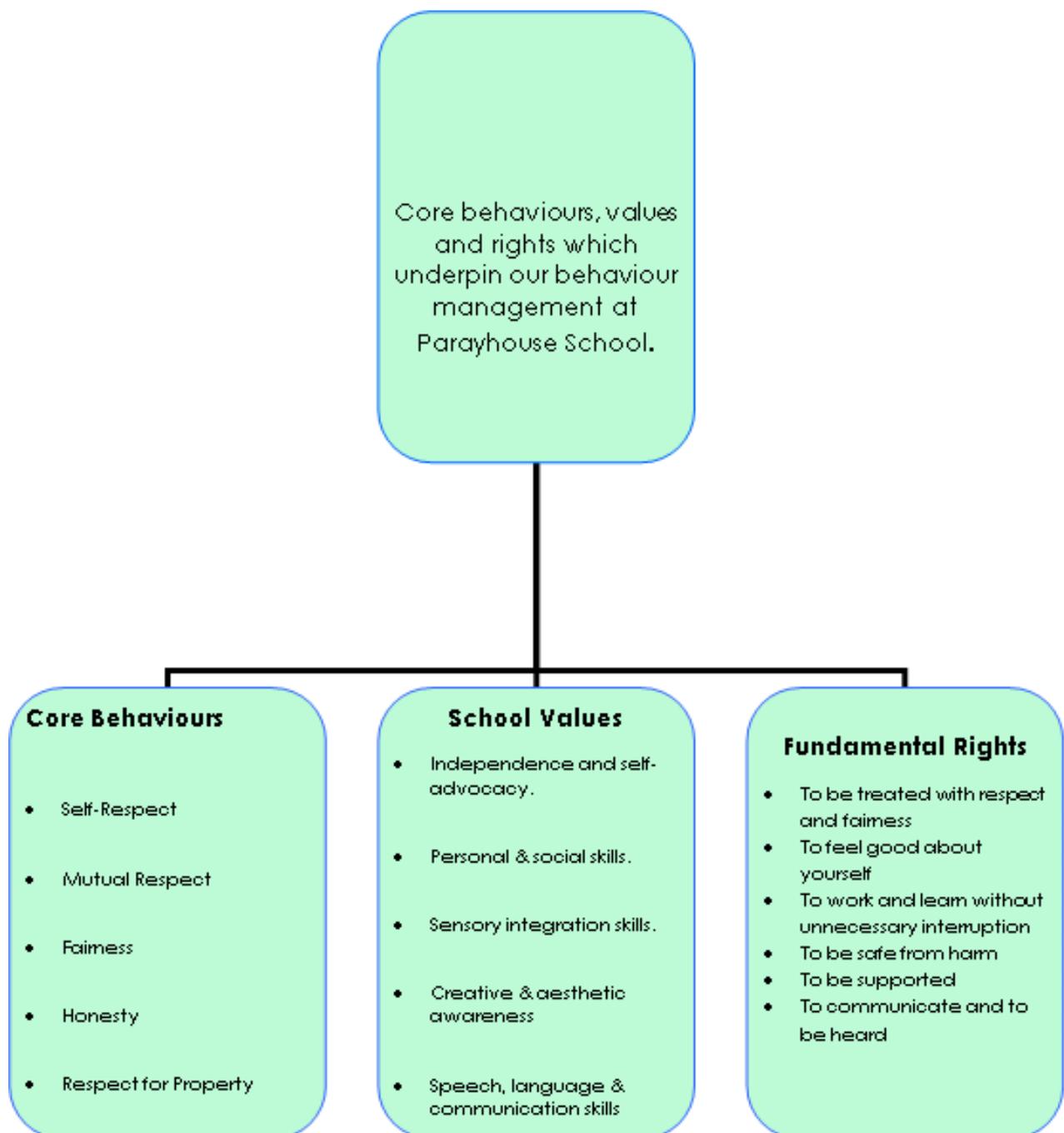
**Policy available to parents: via website/request**

**Policy to be reviewed: September 2018**

## Rationale for our behaviour policy

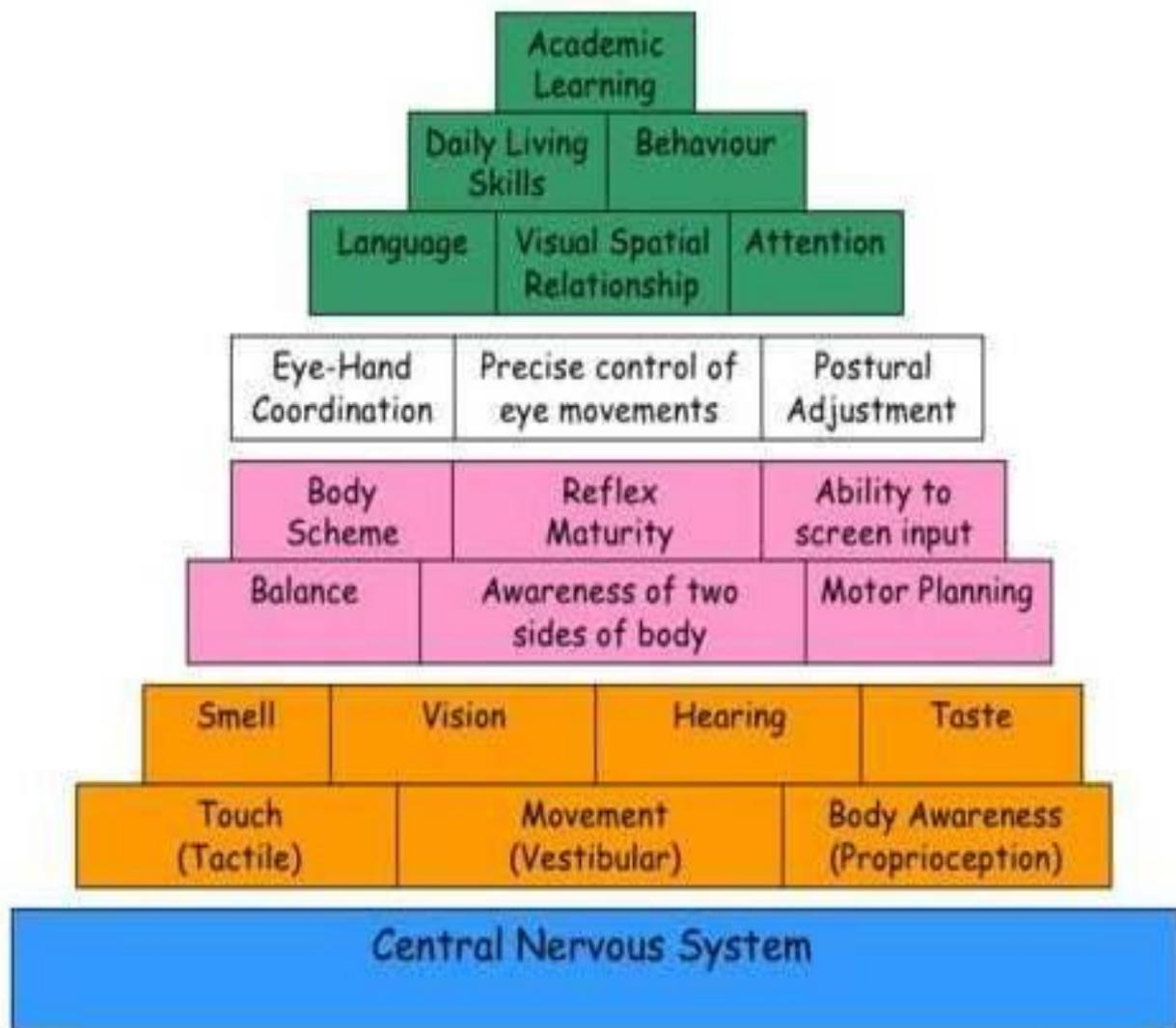
A Behaviour Policy can make a significant contribution to lifelong learning; behaviour of one sort or another underpins everything we do in school – learning behaviours, conduct behaviours and emotional behaviours. This document considers how to motivate our students to behave in ways that are conducive to creating a positive learning environment and a supportive social community, within the school and beyond and how to minimise and defuse unacceptable behaviour.

In order to be consistent in our approach we have identified the following core behaviours, values and fundamental rights. Rights run parallel with responsibilities. Everyone involved in education has responsibilities, but these responsibilities differ depending on who you are.



The School recognises that many of our students have sensory needs, and staff need to be aware of these needs.

The following diagram shows clearly the impact of sensory interference on behaviour & learning.



### Sensory Room

The purpose of the sensory room is to provide and ensure a safe non-threatening environment. The sensory room offers a nurturing person centred supportive environment. It is used to facilitate empowerment, self-organisation, relaxation, increased sensory awareness, increased exercise tolerance and generally increase awareness of self, peers and the environment.

**The sensory room is not to be used when a child is displaying challenging/ undesirable behaviours – as this can reinforce the behaviours and be a reward for them.**

## Expectations for Students – with support from staff and parents:



- Behave with respect to others and their belongings at all times
- Listen and follow instructions from all staff
- Wear full school uniform correctly
- Move around school safely
- No play fighting – any fighting is fighting
- Remember that the School Rules apply on journeys to and from school
- Respect the personal space of staff and other students
- Keep hands, feet and objects to yourself

## Behaviours considered challenging include:



- ◆ (Mildly) offensive behaviour – which may include minor insults and teasing.
- ◆ Behaviour which makes it difficult for other students to learn and staff to teach effectively (e.g. disruptiveness, provocative behaviours)
- ◆ Inappropriate use of equipment or mistreatment of the environment
- ◆ Refusal to co-operate or move when required
- ◆ Rough play
- ◆ Excessive volume
- ◆ Name calling in class

## Behaviours considered Unacceptable:

These are behaviours which will not be tolerated:



- Bullying
- Racism
- Sexual harassment
- Offensive behaviour – abuse/harassment centring on learning difficulties/sexual orientation
- Physical violence
- Spitting
- Endangering self or others
- Absconding
- Damage to property
- Challenging behaviours, including non-compliance and defiance
- Truancy
- Inappropriate use of social media

### Staff must always:

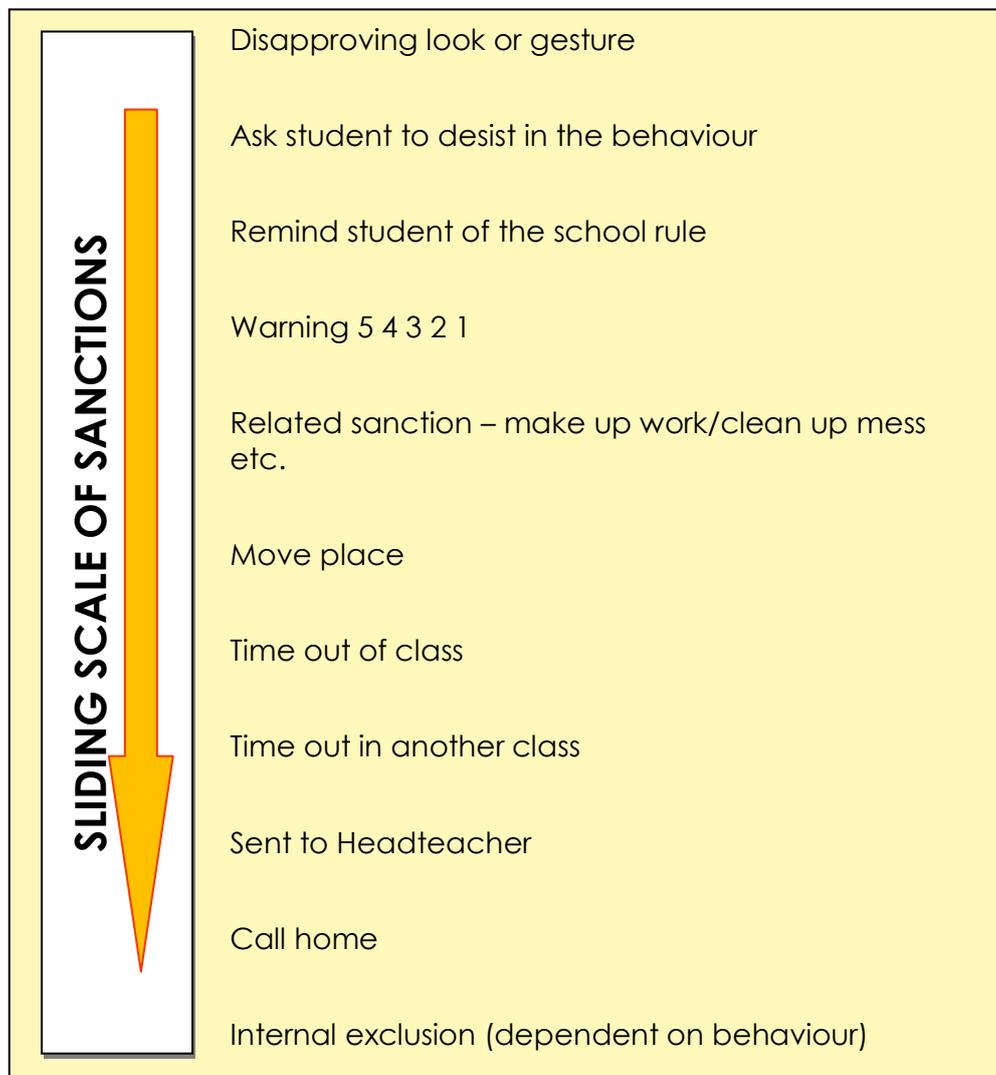
- Stay calm
- Be consistent and fair when dealing with students
- Use the least intrusive route when dealing with students
- Praise students verbally and use non-verbal hints when requiring compliance
- Where possible give students a **CHOICE**, before issuing a **WARNING**, before carrying out a **CONSEQUENCE** - Ensure that there is always the certainty of a consequence and that when action is taken it is appropriate to the choice made by the student
- Give students the opportunity to make it right
- Focus on the primary behaviour and do not get side tracked by secondary behaviour that might result in a no win situation
- Use private rather than public reprimands

## Using Sanctions:

**At Parayhouse School we do not believe in the effectiveness of external exclusions for students. Consequently we have a no external exclusion procedure, unless the student is assessed to pose a serious risk to other students and staff.**

The certainty of a consequence is more effective than the severity of a consequence:

- Students need to be aware of the consequences of breaking the rules
- Sanctions need to be related to behaviour; they need to be reasonable and maintained with due dignity
- Sanction such as **No PE, No Swimming** and **NO play/fitness** can **only** be used if the offence took place **during that lesson**.
- Students need to be sent to the Headteacher for good behaviours, not just bad behaviours
- Students need to be encouraged and supported to take a 'cooling-off time' to consider; why do I think this incident happened? What can I do to help fix it?



**As far as possible students need to be able to start afresh after the consequence with a clear message that the incident has finished.**

## Following an incident:

### Reflection Sheets

- A student can be required to sit with an adult and complete a Behaviour Reflection Sheet, where this is appropriate.
- The student is then encouraged and supported to make appropriate reparation

### Report Cards

These may not be appropriate for all students at Parayhouse School

- A student who persistently exceeds the boundaries of acceptable behaviours may be put on report
- The student is issued with a Report Card that she must carry about at all times and present to the teacher in charge of each lesson or activity to grade the student's behaviour as Good/Satisfactory/Unsatisfactory throughout the day
- A student then takes the Report Card home for a minimum of three days and a maximum of one week depending on the level behaviour during the period on Report.

**Report Cards are stored on teachershare in the "Behaviour" folder.**

### Incident, Consequence, restraint & bullying books

#### **Staff are required to complete the relevant record books**

- Following an incident that is deemed as **inappropriate** and **against school rules**, the incident must be recorded in the incident book – following the guidance on the front of the book.
- The consequence must be written in the consequence book – following the guidance on the front of the book. If there is not a consequence than this must also be stated.
- If a restraint takes place it must be recorded in the book– following the guidance on the front of the book.

**BULLYING IS ENTERED INTO BULLYING BOOK BY THE HEADTEACHER**