

Behaviour management: Key information for staff

September 2020

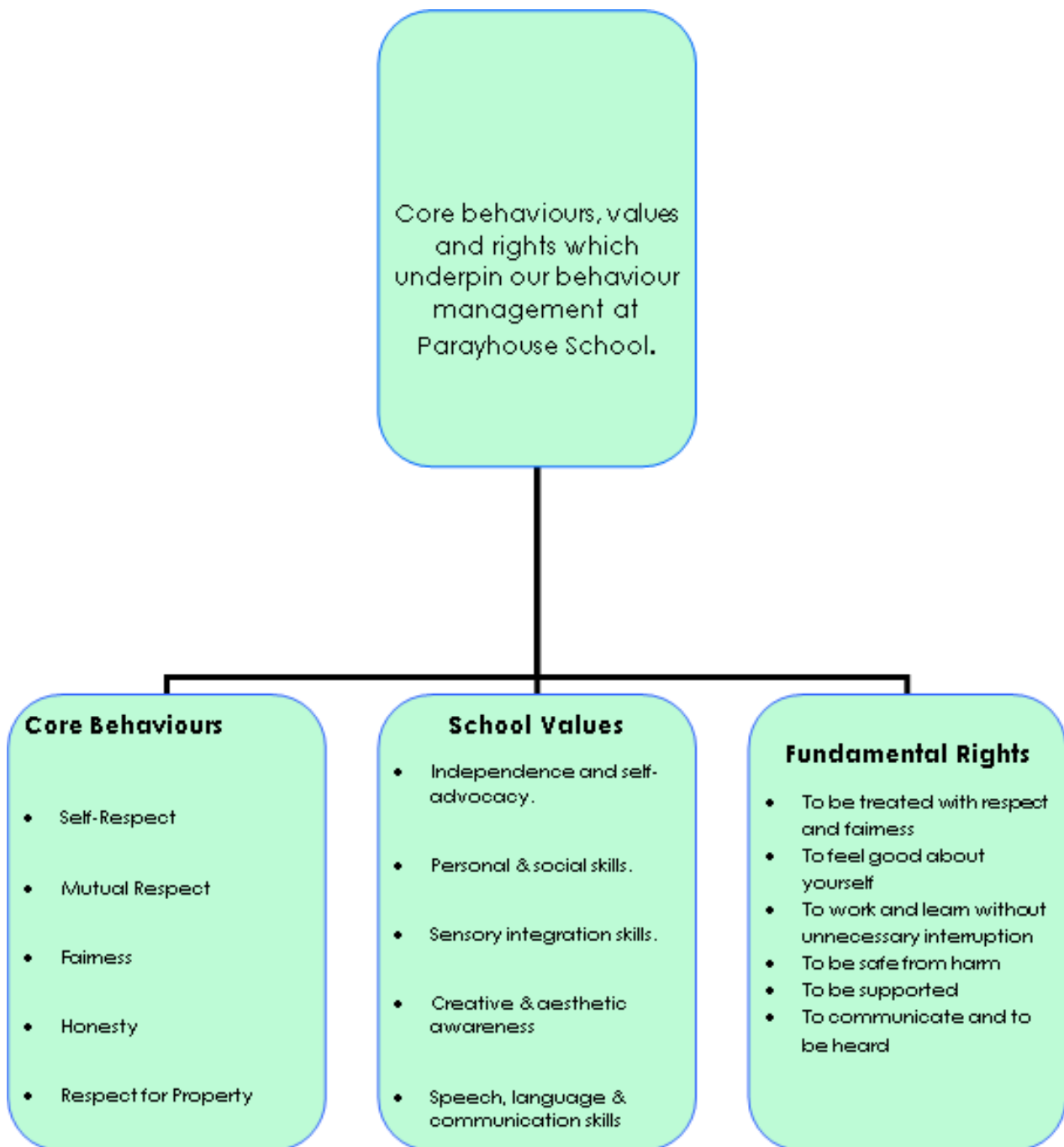
Policy available to parents: via website/request

Policy to be reviewed: July 2021

Rationale for our behaviour policy

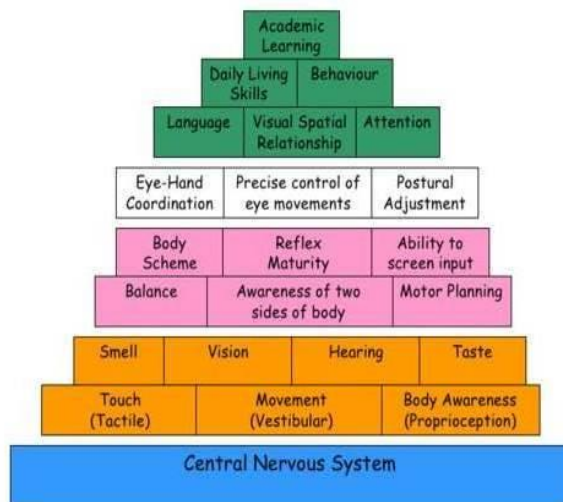
A Behaviour Policy can make a significant contribution to lifelong learning; behaviour of one sort or another underpins everything we do in school – learning behaviours, conduct behaviours and emotional behaviours. This document considers how to motivate our students to behave in ways that are conducive 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 and speech and language needs, and staff need to be aware of these needs.

The following diagram clearly shows 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.

Zones of regulation

This is a whole school approach to help children manage their emotional literacy.

It is not a discipline model but helps children to understand their level of alertness for learning.

Individuals are impacted by different things and thus have different responses.

Our task is to help individuals to regulate themselves into the 4 optimal zones:

Blue zone: Emotions in this zone are sad, tired, sick, or bored

Green zone: Optimal zone Emotions in this zone are happy, calm, feeling okay, focused, ready to learn

Yellow zone: heightened stage of alertness. Emotions in this zone are frustrated, worried, silly, excited and loss of some control

Red zone: intense and extreme Emotions in this zone are mad, angry, terrified, elated, out of control

Staff should model which zone they are in, e.g. "I am in the yellow zone because I'm looking forward to something, I am in the green zone because I have enjoyed seeing my family over the weekend."

This helps children to recognise where they are.

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 must be recorded on My Concern:



- **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:

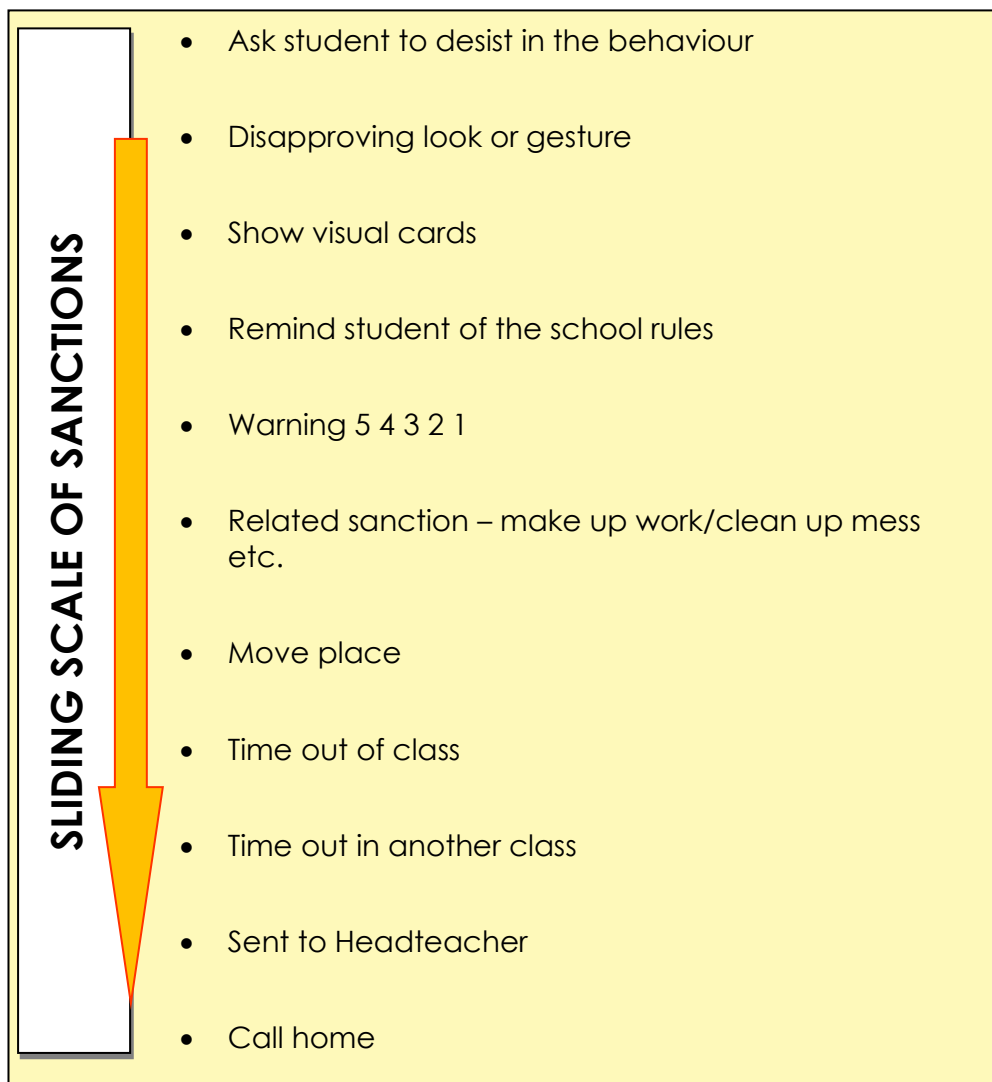
- Stay calm
- Use visual cards – happy / cross / stand up / listen etc.
- Be consistent and fair when dealing with students
- Use the least intrusive route when dealing with students
- Praise students verbally and use non-verbal hints when requiring compliance
- Where possible give students a **CHOICE**, 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
- Only raise their voice when a child or children are in imminent danger
- 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**. However if it deemed as unsafe for a student to go out on play they may require a separate play time.
- 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 reflect on the behaviour using a Behaviour Reflection Sheet, where this is appropriate.
- The student is then encouraged and supported to make appropriate reparation

Recording Incident, Consequence, restraint & bullying on My Concern

Staff are required to log the incident on My Concern

- Following an incident that is deemed as **inappropriate** and **against school rules**, the incident must be recorded on My Concern following the guidance below.
- The Consequence must be recorded in the 'Action Taken' box.
- If a restraint takes place it must be recorded in the book and recorded in the Action taken box.

MY CONCERN:

<https://www.myconcern.education/>

Summary should initially say either **Behaviour or Safeguarding** in capitals then should outline the student involved and some detail of the incident
e.g: **BEHAVIOUR - Ben hit a teacher intentionally at playtime.**

- Record after the consequence has been agreed (so not just 'reported it to teacher' but an actual log of what the teacher did or....
- Log it and then the person involved in setting the consequence can upload the consequence after.

Example of incident recorded:

Original Referral

Concern Summary
BEHAVIOUR- Spitting and throwing desk

Concern Date/Time
12/02/2020 10:11

Location of Incident Change Location
classroom

Action taken
He was given space to calm before being spoken to. After he was spoken to by Mr Hawk he picked up the items he had thrown over and on his own accord came and apologised to me

Details of Concern
At the end of bucket group students were asked to put their chairs back behind their desks. He refused, a number of staff asked him to move his chair but he lay back on it and would not move.
I moved him to the grey cloud on the behaviour ladder, a short while after he stood, picked up his chair and walked past Edie. As he did I went to punch her. I said no we do not hurt our freinds, at this point he threw his chair , spat in my face and then threw the white board over.
We moved the other students away so he had space from them. Shortly after he threw over his desk and sat on the floor.