

CRESSEY

COLLEGE

BEHAVIOUR MANAGEMENT POLICY

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Amendment Record

This Behaviour Management policy is reviewed to ensure its continuing relevance to the direction and processes that it describes. A record of additions, admissions and amendments is given below:

Version	Amendments	Date
1	Annual update to Policy. Minor amendments to formatting and wording. Approved at Management meeting dated 04 Apr 16. Authorised by TC, approved by Headteacher - AB.	04 Apr 16
2	Annual Review Approved at Management meeting 31 Aug 16 Approved by Headteacher - AB	01 Sept 16
3	Review by Therapy department. Paragraphs 3a, 8b, 74 & 75. Approved by Headteacher - AB	24 Oct 16
4	Annual Review Approved at Management meeting 30 Aug 17 Approved by Headteacher - AB	01 Sept 17

Introduction

1. We are here to educate, care for and nurture the students attending Cressey College, all of whom are experiencing serious difficulties in their lives. These children experience a range of complex emotional, social and learning needs. These needs find expression in behaviours that are at times destructive for the child and alarming to themselves and others. We believe implicitly in an holistic approach that is likely to allow significant development in progress in young peoples' behaviours and attitudes, and subsequently in their educational progress.
2. This policy is written with reference to DfE guidelines and refers to the schools Anti Bullying Policy, Nurture Policy and Physical Intervention Policy.
3. How, as a group, we manage the behaviour will depend on our shared values and beliefs in relation to children, discipline & nurture.

Shared beliefs about behaviour

4. We believe:
 - a. That all behaviour has a meaning. Behaviour is often the only way the child has to communicate something to us. The onus is on the adult to work out what the behaviour means and what the child is attempting to communicate and then the adult can act on the communication accordingly. The child will often not consciously know the reason why they are behaving in that manner, therefore it is not helpful to ask them.
 - b. That destructive behaviour can have various sources:
 - 1) Anxiety and panic.
 - 2) A limited repertoire of responses.
 - 3) Low self-esteem and self-hate.
 - 4) Attention-neediness.
 - 5) Shame.
 - 6) Immature emotional development.
 - 7) A disguise for vulnerability and a means of survival.
 - 8) That external factors in the environment affect behaviour.
 - 9) That dynamics between individuals affects behaviour.
 - 10) **That behaviour can change.**
 - c. The child has a right:
 - 1) To safety and protection.
 - 2) To be treated with respect.
 - 3) To be understood and listened to.

- 4) To be dealt with fairly.
- 5) To be valued equally with regard being paid to any differences in race, religion and cultural identity.
- 6) To privacy.
- 7) To a broad and balanced education and access to the national curriculum.
- 8) To play and learn.
- 9) To be involved in decision making which relates to them.

5. The aspirations and expectations we have in regard to the young people in our care are high. We hope to develop & raise self-esteem and self-belief in our young people and instil aspirations in them that will allow them to become good and valued citizens, in a complex and demanding world and to do that we will provide them with the social, vocational and academic skills that will allow them to achieve this.

Shared beliefs about our responsibility

6. We are responsible:
 - a. To exercise a duty of care in respect of each child.
 - b. To place the well-being of the child as our paramount concern.
 - c. To respect the rights of the child.
 - d. To work together as a professional team in a positive and optimistic atmosphere.
 - e. To work in a non-retaliatory manner at all times.
7. All our work at Cressey, in school and in all other activities, is based on the following principles:
 - a. Young people come to Cressey College to learn (social and academic skills and knowledge).
 - b. When young people are behaving they are ready to learn.
 - c. When young people are learning their behaviour improves.
 - d. As young people's behaviour and learning improve together, so do their attitudes and personal development.
8. **All staff activity is directed through agreed policies and it is understood that each member of staff can assert the above knowledge knowing that all of their colleagues will always do the same.**
9. *It is also understood that:*
 - a. It is our duty to identify and address all inappropriate behaviours.
 - b. By getting to know our students, using empathy and understanding we can make educated guesses about the behavioural communication.
 - c. We must identify more appropriate behaviours than inappropriate.

- d. Effectively changing behaviour does not take place overnight.
- e. We recognise and celebrate small steps.
- f. We acknowledge that there may be many disappointments and setbacks.

WE WILL NOT TAKE THEM PERSONALLY.

- g. Cressey College **does** make a difference.
10. A whole school approach means that:
- a. All staff own, know and understand the policies for the promotion of positive behaviour and attitudes.
 - b. All staff implement the policies not interpret them.
 - c. All staff consistently use only the agreed policies and strategies and only in a positive manner.
 - d. All staff will identify the common rules and consistently apply them.
11. When procedures and policies are consistently followed, the conditions in school will be right for young people to learn to behave appropriately.
12. Within this we accept:
- a. There are no good or bad young people; there are only young people.
 - b. Good or bad behaviour does not make a good or bad young person.
 - c. We use the terms 'appropriate', 'inappropriate' and 'dysregulated'.
13. We will be context specific, for example we will say "we want you – we do not want this behaviour".

Learning

14. Young people with emotional and behavioural difficulties have often failed in their previous relationships with adults, very often with teachers and other staff who work in homes, residential settings, foster placements and schools. They may regularly mistrust these people. It may be difficult for us to understand why sometimes we do not receive a positive response. Young people at Cressey College often have low self-esteem, which can interfere with their learning. This may be exacerbated by:
- a. Family difficulties.
 - b. Previous school and placement failure.
 - c. Low academic attainment often despite high ability.
 - d. Poor social skills.
 - e. Poor speaking and listening skills.
15. **We must always remember that:**
- a. Change will not happen overnight.

b. It may be difficult for us to imagine what the young person has endured.

16. Young people come to Cressey College because they have considerable difficulties. The usual strategies employed in mainstream schools and other placements are unlikely to be adequate on their own.

17. In producing appropriate and successful teaching and learning strategies we accept that despite what they may say or do e.g. destroying work or possessions, refusing rewards etc. all young people value achievement and want to succeed.

Planning

18. We know that young people do not value ill prepared and uninteresting lessons and activities. When we provide these we can expect inappropriate behaviour.

19. These are our commonly agreed strategies:

a. In school:

- 1) Have all equipment and books etc ready (we don't leave the class to collect resources/photocopying etc during a lesson).
- 2) DVDs/website videos etc at correct place, ready to view.
- 3) Classroom properly set out.
- 4) Lesson objectives clearly displayed on whiteboards.
- 5) Lessons' content and activities accurately matches students' interest and abilities.

20. ***It is not acceptable to interrupt others' lessons to collect resources or equipment – the slightest interruption could cause disruption and distraction in what may already be a fragile calm.***

Lesson routines

21. Establish and insist on these:

- a. Always be in class before the students.
- b. Students enter calmly and put coats, bags etc away.
- c. Mobile phones/MP3 players etc should already have been handed in on arrival to school. If a student arrives to your lesson with their phone on them radio corridor support.
- d. Make appropriate seating arrangements and stick to them.
- e. Explain what is going to be learned.
- f. Summarise at the end. Ensure students understand what they have achieved/learned & give feedback.
- g. Discuss points.
- h. Send students away calmly.

Classroom management.

22. Be proactive in the management of the classroom. Remember it is your classroom whilst you are teaching there, so you manage it:
- a. Don't be static; visit all areas of the room regularly.
 - b. Try to achieve the best dynamic balance between seating arrangements of students: singles, pairs etc. But you choose – not the students and stick to it. Remember, one arrangement is unlikely to suit all activities and all classes.
 - c. Make your classroom stimulating but not distracting. Change displays termly and **attend to graffiti and damage immediately.**

Staff deployment

23. It is important to be clear about the roles of teaching staff and support staff. Ensure that support staff know before they start the lesson what is expected of them e.g.:
- a. Support specific individuals or a group.
 - b. Working on a withdrawal basis with students.
 - c. Intervening with anticipated behaviours.
 - d. Adults to present as good role models in the development of speaking and listening skills.
 - e. Always use appropriate language that is understood and clear to the students (we don't use 'street language').

Assessment.

24. Students need feedback on their performance promptly and frequently. Consistent assessment is essential, and can be verbal, marking work as it is completed or via giving test/tasks.

25. **Students should not leave class without a clear indication of what they have achieved and what progress they have made in the lesson.**

26. There will be the rules of our classrooms displayed prominently in each classroom. There will be the rules of the school displayed prominently throughout the school.

27. These rules will include:

- a. Come prepared to work.
- b. Phones to be handed in.
- c. Show respect & consideration for others.
- d. No hats or hoodies.
- e. Work to the best of your abilities.
- f. Be polite to everyone.
- g. Listen to the teacher.
- h. Be kind to each other.

Rewards

28. These are the key to behaviourist approaches in trying to modify behaviour. There is evidence to show that it can be very successful (particularly when used alongside other approaches). Therefore, the two fundamental principles of our approach to rewards are:

- a. Consistent, meaningful use by staff will strengthen the overall effectiveness of the system.
- b. The system must lead to the development of self-controlled behaviour by the young people.

29. Rewards are the celebration of achievement in the area of both appropriate behaviour and progress made in school, work and in working cooperatively. Rewards work best when they are part of the natural staff-young person relationship. They did not ought to be flash, expensive or difficult to arrange. They must be age appropriate and as personal as possible. They must at all times be used in conjunction with encouraging students to understand the value of their achievement in itself – what they have learned from their work etc?

30. Positive recognition and encouragement can be much more effective than a formal reward. Don't miss opportunities to reward good behaviour or work with a comment in class or around the site. Let young people know that you will be telling their tutor, the Head Teacher and others etc.

31. Reinforcement through encouragement and praise should be used alongside restorative approaches as the principle methods of behaviour management.

32. We should look at celebrating success by young people at every opportunity.

33. We should look at – at the appropriate times - encouraging students to think about their choices and the impact on themselves and others. (This should not be done at/during the time of the incident).

34. Effort and behaviour points, student of the week and spot rewards are positive, but **must** be earned. They are an important facet of our behaviour management system and must be used consistently and effectively. Don't buy compliance through giving unearned rewards, our young people will see through it very quickly and it undermines other staff. It's a difficult cycle to break so don't start it. **We NEVER take away rewards (once earned) for subsequent poor behaviour.**

Rewards & Points

35. For each session a student will be awarded points for the following areas:

a. B - Behaviour – *engaging in learning, politeness, appropriate language, support to peers, following instructions, treating the school environment well.*

b. E - Effort – *learning well, motivated, focused, trying hard, enthusiastic, completing/producing work.*

c. A maximum of 3 points can be awarded each for behaviour and effort:

- | | |
|----------------------------|--------------------------------------|
| 1) 0 = no effort. | 0 = very poor, disruptive behaviour. |
| 2) 1 = minimum effort. | 1 = some positive behaviour. |
| 3) 2 = good effort. | 2 = mostly positive behaviour. |
| 4) 3 = exceptional effort. | 3 = exceptional behaviour. |

- 5) 6 sessions per day = 36 points maximum.
- d. Certificates or commendations may be given for exceptional work, exemplary behaviour, politeness, being helpful, positive peer relationships.
- e. Student of the week = Certificate and achievement post card sent to parent/carer
- f. *When giving rewards:*
- 1) *Don't be persuaded.*
 - 2) *Don't be bullied.*
 - 3) *Don't buy compliance.*
 - 4) ***Rewards must be earned otherwise it undermines their value and makes them meaningless.***
- g. **How we can celebrate achievement in school:**
- 1) Acknowledging success in lessons.
 - 2) Recounting success at the end of lessons.
 - 3) Showing good learning to the Head/ Deputy Head/ Heads of Department, parent, tutor or a visitor.
 - 4) Sharing good work/learning on Twitter and the school website.
 - 5) Mentions during tutor time.
 - 6) Assemblies.
 - 7) Charts on the wall.
 - 8) Displaying work.
 - 9) Photographs or DVDs.
 - 10) R.O.A file.
 - 11) Certificates.
- h. Rewards are more likely to be effective if:
- 1) They are meaningful to the young person.
 - 2) They are given immediately.
 - 3) It is clear what they are for.
 - 4) They relate to specific small targets set between staff and young people.
 - 5) They are shared with someone who is important to the young person, i.e. Head/ Senior Teacher, tutor, friend, letter sent to parent or social worker, etc.

Restorative Approaches

36. We always look at how we can address the behaviour through a restorative approach.

- a. We acknowledge that this may not take place immediately following an incident, and may be part of an ongoing piece of work.
- b. All parties involved in an incident may need time to process the events of an incident before they are able to participate in a restorative resolution.
- c. All staff will have an understanding of Cressey's whole school approach to dealing with incidents through a restorative approach.
- d. Staff will not push students to participate before they are ready (there will be no purpose/outcome if this is the case).
- e. This may mean that an incident is not resolved in this way if: a student cannot understand the process or are not in the frame of mind to deal with it.
- f. **There may sometimes not be an outcome to an incident.**

37. We operate a "no sanctions" policy.

38. Outcomes following an incident should never be punitive. Instead, they are intended to support the student to make better choices next time.

39. Where it is felt it would support the students' learning, restorative work may be used as a result of behaviour (eg. Repairing any damage done, helping create a new display, doing some extra learning around the root of the behaviour, discussing the impact of the behaviour on others – if appropriate).

40. This **MUST** be educational, and designed to support the student and not to punish.

41. Any restoration/learning following an incident must be:

- a. Thought through in advance, discussed, planned and agreed by the Senior Teacher & Head of Department as part of a young person's 'student support plan'.
- b. Related to targets set.
- c. Focused on the behaviour not the young person.
- d. Perceived as fair.
- e. Realistic in respect of the young person's ability to put it right.

Outcomes must not be punitive.

42. Agreed restoration must be appropriate to the young person and the situation and when applied should take into consideration wider issues than the immediate incident and must relate to the student's support plan.

43. Restoration and learning can include:

- a. Restorative work
- b. Reparation work
- c. Reflective work
- d. Time Out Day - working individually with staff supervision- for an agreed short (4 sessions maximum but generally 2 is expected) period of time. This can only be agreed

under exceptional circumstances and must be sanctioned by HofD/Deputy Head/Head Teacher.

e. Letter to parent/carer

f. Meeting/discussion with senior teacher/HoD/Deputy Head/Head Teacher

44. Following an incident of poor behaviour withdrawal of timetabled lessons should never occur (unless there is a **significant** health & safety risk or agreed as part of the individual's student support plan). For example – poor behaviour in lesson 1 cannot lead to the loss of PE/activity in lesson 5/6.

45. Outcomes that will affect the following should not be made by one individual, but discussed during the end of day debrief and include the ST or AST.

46. All restoration should be intended to educate/support the student to make better choices next time.

47. ***It is important to acknowledge that it is not always appropriate to address the behaviour at the time. The key aim is to educate and to help the student to understand why the behaviour was not acceptable.***

48. ***It is also important to acknowledge that there are some circumstances where it is not appropriate for a behaviour to be addressed as described in this policy. This may be because: the student does not have the capacity/cognitive ability to understand the impact of their behaviour; or where it would be detrimental to the student's mental wellbeing. This does not mean that the behaviour has been ignored, but that it is more appropriate to deal with it through a referral to CAMHS; GP; Therapy; Early Help; MASH referral, etc. These are all relevant consequences to behaviour.***

49. **Responses to negative behaviour:**

a. This may include:

1) Gesture from staff – a frown, a shaking of the head, raised eyebrows etc.

2) Reminder e.g. "you know that will lead you into difficulty". **Do not make threats** eg. "if you do that you will get a sanction", try "we both know that is not allowed, I cannot ignore it".

3) Ask the young person to stop what they are doing and to take two minutes to think about the consequences of their behaviour quietly.

4) Remove young person from lesson or activity with members of staff, no talking, let young person reflect, and return to class or activity. **Start again and adults resist "having your say"**.

5) Senior member of staff to talk to young person – not in temper, not as first resort – staff and young people should be able to talk through the hierarchy of strategies which have so far been tried – then return to class or activity. **Again, adults resist "having your say"**.

Fixed Term Exclusion

50. A fixed term exclusion from school may be given in very extreme circumstances and when other alternatives are not deemed appropriate. Students should not be informed during or immediately following an incident that they are to be excluded, nor should exclusion be used as a threat of outcome to a student. The decision to exclude will be made after a full debrief followed by

discussion with the Head Teacher. **The Head Teacher is the only person with authority to exclude a student.**

Bullying – more details are included in the Anti-Bullying Policy.

51. Bullying is a serious incident and all examples should be recorded and reported. Staff do not have the option of ignoring bullying no matter how subtle it may be.

52. Examples include:

- a. Physical abuse – never accept “I was only playing”.
- b. Verbal abuse – never accept “ I was only joking”.
- c. Subtle displays of power – glances, gestures etc.
- d. Blocking another young person’s way.
- e. Sticking out legs/arms while a young person is passing.
- f. “Pulled” punches and kicks “martial arts” type actions. These are massively intrusive.
- g. Preventing others from succeeding.

Play fighting can be very one sided and should always be stopped. It is never acceptable for staff to play fight with students.

Managing behaviour

53. The most effective behaviour management skills are proactive – be prepared, well planned and punctual. Keep routines, however mundane; they are the basis of organisation and stability.

54. **Behaviour problems – questions to ask ourselves or satisfy ourselves about:**

- a. What happened?
- b. Where?
- c. How?
- d. Who else was involved?
- e. How often did/does this occur?
- f. Is there a pattern?
- g. What is the level of intensity?
- h. What did you do? (before, during, after).
- i. Why did you do this?
- j. Was it successful?
 - 1) How do you know?
 - 2) Did it change or eradicate the behaviour?
- k. What consequences/restorative approaches were imposed and were they appropriate?

55. **Communications.**

- a. Did you need support? At what level?
- b. Did you ask for support?
- c. Did you get support? Was it sufficient?
- d. Were your actions in line with school/policies?
- e. How did you report it and to whom?
- f. Was the report factual and specific?
- g. At what time was the incident reported?
- h. Was the response from colleagues/senior management satisfactory?
- i. Were your expectations of response realistic?
- j. Has your relationship with the young person changed – negatively or positively?

56. **Incidents – more questions.**

57. At the time of the incident:

- a. Where were you?
- b. Is that where you were supposed to be?
- c. What were you doing?
- d. Were your work and actions directly related to young person's needs and your professional task at the time?
- e. Did you plan for emergencies/ incidents?
- f. Did you think ahead for possible problems?
- g. Were you thinking professionally all the time?
- h. Were you working professionally all the time?
- i. Did you see any warning signs?
- j. Did you see the situation develop?
- k. Did you structure your activity to cater for success?
- l. Did the quality of your activity in any way contribute to the incident?

58. **Behaviour management skills.**

59. Think and behave assertively; use “**I**” and “**you**”.

- a. Use statements such as:
 - 1) “I want you to start now”.

- 2) "You need to start now".
- b. Say what is expected.
 - 1) "You must stay in your seat during the lesson".
 - 2) "I want you to sit appropriately at the table".
 - 3) Ensure young people are listening before giving instructions.
 - 4) Remember the importance of eye contact.
- c. Plan consistently and sequentially – what behaviour is expected, how to motivate young people to meet those expectations, how will young people be held accountable for not meeting those expectations?
- d. Keep the initiative – stay calm, do not be side tracked, do not argue with young people.
- e. Maintain behaviour expectations.
- f. Keep reminding young people about behaviour expectations especially before a change of activity.
- g. Recognise when young people are following the rules.
- h. Use positive reprimands, use tone and body language to convey disapproval. Use "Thomas, please stay in your seat" not "Thomas, stop wandering round the classroom."
- i. Correct behaviour by reminding of the rule" Remember Thomas, we have rules about putting up your hand before speaking."
- j. Be specific when praising – " Well done, Thomas you remembered to put your hand up" rather than just "Well done Thomas."
- k. Recognise potential flashpoints.
- l. Always follow up negative behaviour afterwards.

60. When undertaking new or offsite activities ensure that the students have clearly understood the expectations and rules beforehand and the consequences if they are not met.

61. **BE IN FRONT OF BEHAVIOUR – DON'T CHASE IT.**

Physical Holding – more details can be found in the Physical Intervention Policy

62. Staff should avoid all unnecessary physical contact with young people who are in an emotional or challenging state.

63. If physical holding is required, remember:

- a. It must be used **AS A LAST RESORT ONLY** and when staff are sure that a young person is likely to cause physical damage to themselves, other young people or severe damage to property.
- b. Unless any of the above applies, a young person refusing to move is not adequate reason to move them.
- c. Use the lowest level of intervention necessary to prevent serious damage or injury to young people.

- d. It is **never, ever** permissible to use pain to gain compliance.
- e. Maintain physical holding for the minimum period of time.
- f. If you feel that you are about to lose control, ask a colleague to replace you in the intervention. This will be deemed a proactive response to a difficult situation and preferable to continuing in a situation that you are struggling to deal with.
- g. Record the incident immediately and report it to your line manager.

64. **Reasonable force:**

a. There is no legal definition of reasonable force; therefore, its use is dependent upon several considerations:

- 1) Use of force can only be considered reasonable if the circumstances warrant it.
- 2) The use of any degree of force is unlawful if the particular circumstances do not warrant it i.e.: physical force is not justified in preventing young people from committing trivial misdemeanours.
- 3) The degree of force used must be in proportion to the circumstances of the incident it is intended to prevent.

b. It is not permissible to use force, or act in a way which might reasonably be expected to cause injury, for instance:

- 1) Holding a young person by the neck, collar or in any way which might restrict their breathing.
- 2) Slapping, punching or kicking a young person.
- 3) Twisting or forcing limbs against a joint.
- 4) Holding or pulling a young person by the hair or ear.
- 5) It is **never** permissible to hold a young person in the prone position i.e. face down on the floor.

c. **Remember:**

- 1) No matter what your status within the school, always ask for and offer help. This is not a weakness, nor interfering – **IT IS A PROFESSIONAL RESPONSIBILITY.**

d. Do not attempt to physically hold if you are likely to put yourself at risk. It may be necessary, in some extreme circumstances to remove other young people from the area rather than the young person who is causing the difficulty.

e. **It is also a professional responsibility and your duty of care to report any witnessed poor practice of colleagues to a senior member of staff.** (Please refer to the confidential reporting policy if this is relevant).

Protecting young people –more details are contained within the Safeguarding Children Policy.

65. All staff should be familiar with the guidelines on child protection and should refer concerns to the designated member of staff.

Serious Incidents.

66. The following are considered to be serious incidents and must always be recorded:
- a. Health and Safety risks – e.g. climbing on roofs, being out of class or off site unsupervised, serious misuse of equipment.
 - b. Bullying.
 - c. Verbal abuse – serious, unmoderated verbal abuse directed at staff, unmoderated and deliberate language in any other situation and all forms of verbal bullying.
 - d. Property abuse.
 - e. Physical abuse (young people) – regardless of the level.
 - f. Actual (or threat of) physical abuse to staff.
 - g. Racial abuse - all incidents to be recorded.

67. It is essential that all staff know and recognise what is a serious incident and that it is recorded as soon as possible after the incident (but no longer than 24hours after). Any member of staff who witnesses or is aware of a serious incident must record it, or check that it is recorded.

68. All recording should be accurate, un-emotive and must consist of the incident, not the member of staff's feelings about the incident. Avoid sweeping statements eg. "He completely lost it". Describe the incident simply, but in detail, **do not** make judgements on the incidents, simply apply our rules and policies.

Exclusion

69. Legally, no one other than the Head Teacher, is authorised to exclude.

70. Exclusion is a serious and unwanted consequence. If used, staff must be very clear about its nature, purpose and management. If a young person is excluded from school, we are saying that because of unacceptable behaviour that young person is not welcome in our school for a period of time. It is essential, therefore that the exclusion is affected as quickly as possible.

71. If exclusion is agreed, the young person to be excluded must have no contact with other young people and take no part in activities for the rest of the period. The actions causing exclusion may well have caused considerable discomfort to another young person or member of staff – they should not have to tolerate any further discomfort or abuse.

72. All circumstances and events are different and should be considered individually; however, as a general rule, physical aggression to another student or member of staff will result in exclusion for the remainder of the day and the following day. **A staff member may not take the decision to exclude alone. This must be discussed and agreed with the Senior Teacher who will then seek authorisation from the Head Teacher. Do not threaten the student with exclusion during an incident.** All consequences should be discussed with the student when they are calm. This may not be appropriate on the day of the incident.

73. A young person should be absolutely clear why they have been excluded or on an internal exclusion. They should also be absolutely clear regarding when they are required to return and under which conditions.

Re-Entry

74. It is essential that the young person be re-admitted to school carefully, speedily, without fuss and in a planned manner. Wherever possible a meeting will be held with the young person, their parent/carer and Senior Teacher before re-entry to school. If parent/carers are not able to attend

this meeting, this meeting will be held with the young person, their tutor and Senior Teacher. The young person will not be allowed to join in any school activities until this meeting has taken place. **However, the young person cannot be kept away from school because the parent/carer is unable to attend a reintegration meeting.**

Internal Exclusion

75. Internal exclusion may take place on site in a classroom where the young person can remain and work uninterrupted by other students. The internal exclusion could take place at an alternative site if deemed appropriate. The young person may not interact with their peers for the duration of the internal exclusion. The student must be given the work that they are to undertake and informed of the duration of the internal exclusion. This should not be longer than the duration of 2 sessions. The student must have a member of staff supervising them during an internal exclusion. **It is not reasonable to expect a student to manage to spend longer than 2 sessions in internal exclusion positively that will have a beneficial effect. Ensure that the consequence imposed can be achieved by the student. The student should always be given the opportunity to succeed and then return to their normal school day. A full morning on internal exclusion with no prospect of reintegration is unlikely to be achievable.**

76. A full day on internal exclusion is not permitted.

Monitoring and Evaluation

77. This Policy will be monitored and evaluated in the following ways:

- a. Observation of its use by staff in the classrooms and in all activities involving young people by the Head/ Deputy Head/ Heads of Department and Senior Teachers.
- b. Monitoring of the incident reports by the Head/ Deputy Head, Heads of Department and Senior Teachers.
- c. Debriefings after incidents and analysis by the Head Teacher and Senior Teachers.
- d. Regular discussions at school meetings.
- e. Staff consultation and feedback and reassessment of the policy every twelve months.

78. The Behaviour Management Policy is a living document and needs to be accessed and referred to by all staff on a regular basis.

Summary of good practice guidance for the positive management of behaviour

79. We should always:

- a. Show the student we are listening.
- b. Observe.
- c. Be non judgemental.
- d. Stay calm.
- e. Be prepared to give space.
- f. Be prepared to negotiate.
- g. Be prepared to swap with a colleague.
- h. Be prepared to help students put things right.

- i. Understand that we don't need to see things through to the bitter end.
- j. Be kind.
- k. Use kind, calm language.
- l. Make the student feel wanted, however angry or upset we may feel.
- m. Make the student feel cared for.

80. We should never:

- a. Argue.
- b. Show we are angry.
- c. Swear.
- d. Accuse.
- e. Shout.
- f. Name call.
- g. Make threats/threaten a consequence
- h. Be confrontational.
- i. Take decisions in the heat of the moment.
- j. Refuse an apology.
- k. Expect an apology.
- l. Insist on an apology.
- m. Insist we are right.
- n. Point or be dismissive.
- o. Be judgemental.
- p. Reject the student.
- q. Demean the student or embarrass them.

81. We should not accept poor behaviour, but sometimes addressing or challenging the student needs to be done at a later time, when it may be more appropriate and when the student is more likely to listen and understand.

82. We should never, ever discuss any student at any time during the day where we could possibly be within earshot of another student.

83. Try to imagine that the student's parent/carer/social worker is watching your interaction and communication with their child.

84. Our behaviour, the way we interact with each other and with the students is absolutely key to everything - we must always demonstrate politeness, courtesy, civility, compassion and understanding to each other and to all the students, even when they are being excessively rude.

85. If we are restraining a student, we must use language that tells them that we care about them. We must never expect to discuss the behaviour during the incident.
86. We are mindful of our own feelings and take care to notice if we are becoming angry, upset or offended by the behaviour of our students. If we do begin to find our own feelings overwhelming, we endeavour to find an appropriate way to manage them. This could mean stepping away from the situation (if alternative support is available), calling the BUPA helpline or having a private conversation with a colleague later in the day. When expressing our own feelings we do so calmly and in a controlled way. We are aware that we are role models to our students, when expressing our own feelings we aim to demonstrate that anger and upset can be safely contained and expressed.
87. The students should never feel that we don't like them, don't care about them. We may sometimes feel fed up with the students' behaviour. When we do, we will always separate out our feelings towards the behaviour from our feelings towards the child.
88. We should always show them that however negative the behaviour, that is what we don't like, not them.
89. We should always show that we will be there for them, no matter what.
90. We must always remember that the students are at our school for a reason.
91. Do not label the students. Describe the behaviour rather than use terms such as bullying, childish or racist.
92. It is not always easy to recognise the triggers which tip a child into destructive episodes. Sometimes a sound or touch will remind them of a past suffering and instigate a panic attack or rage, which appears to overwhelm them.
93. **We must be great role models, some students don't have many positive examples in their lives.**
94. **We must always remember that the students often don't have anywhere else to take out their anger, frustration and fears – school is the safe place for them to do this.**
95. **We must always challenge poor practice of others. This is not confrontational, or telling tales on others, it is our duty of care to the students.**