

Le Murier Behaviour Management Policy



Policy statement

Le Murier is committed to developing and promoting appropriate and socially acceptable behaviour. Everyone has a norm of behaviour and we all adapt our behaviour to fit into the different environments that we encounter. If however, our behaviour is unacceptable for society / school then problems arise. We recognise that for some students the setting of boundaries and understanding of rules may require additional support and/or an individualised approach.

We therefore have to help students to adapt their behaviour to the different environments that they will encounter; for the school to achieve this, the following behaviour policy needs to be understood and learning environments created to apply it. It is also important to have a consistent approach from staff. The behavioural policy is based on the delivery of a curriculum which is relevant, differentiated and gives the students the experience of success. It needs to be delivered in an environment in which

- all students feel valued
- students trust that they and the staff are working towards the same goals
- students are helped to talk about any problem in a way which does not make them feel undervalued, but listened to.
- all incidents are followed through and resolved
- consequences of actions are clearly understood so that students can make choices moving forward.
- the rights and responsibilities of all people involved are clearly stated and then honoured

Aims

The aim of Le Murier is for the students to be active, productive members of the community and to be fully included within society. This Behaviour Management Policy will support the whole school philosophy by having the following aims:

- to enable students to take responsibility for their own actions and to develop coping skills
- to enable students to develop ways to manage their behaviours as well as developing appropriate means of communication
- to enable students to improve their decision-making skills and make good choices
- to promote students' self esteem and to enable them to become assertive in their dealings with other people
- to involve parents/carers in the management of student behaviour
- to ensure a safe, well ordered environment conducive to generating a positive climate for learning

- to provide preventative strategies

The Policy Coverage

This policy applies to ALL members of the school community.

All have the right:

- to be treated with fairness, consideration and respect
- to be safe at all times
- to teach and support learning and be taught without unnecessary interruption and to receive support from all colleagues
- to bring about change for the good of everyone
- to express an opinion
- to work in a safe, clean and friendly environment

Our responsibilities are:

- to treat everyone with fairness and respect
- to ensure the safety of ourselves and others
- to work to the best of our ability without distracting or disturbing anyone else
- to enable appropriate learning in a stimulating environment and to provide support for colleagues
- to be properly and appropriately attired
- to be supported to accept change and adapt accordingly
- to value others opinions
- to provide and maintain a safe, clean and friendly school environment
- to ensure the security of all belongings

School Routines/Rules

Students and staff are expected to:

- be on time for lessons
- have the correct equipment for lessons
- move quietly around the building
- be in the correct place at all times
- only leave the building with permission and through the correct exit
- leave unsafe or valuable property at home (unless permission given)
- ensure the rights of others by following the responsibilities above at all times

Classroom Management Strategies

All staff are individuals and as such will have different strategies for ensuring a positive learning environment within the classroom, however certain principles should apply throughout the school.

- i) Prevention

Rights, responsibilities, routines and rules should be established / discussed at the start of the year and regularly re-inforced. They should include routines for coming into / leaving class, gaining adult attention, use of equipment etc. There should be clear expectations and boundaries. Rules should be:

- fair
- few
- simple
- discussed verbally
- visible
- enforced

ii) Positive Correction

Staff should endeavour to select a strategy that goes from a least to a greatest level of intervention. Intervention should be directional and positive (see appendix 1)

Comment on behaviour, not the student, and focus on primary behaviour. Staff should try and remain assertive.

iii) Consequences of Poor Behaviour

Certainty rather than severity is essential for a deferred consequence. Consequences should be logical (eg. make up time, clear mess etc.)

iv) Repair and Rebuild

It is important that relationships, student to student and student to staff are re-established after an incident. A colleague may need to assist in this process

These strategies all have the aims of helping the teacher to provide a stimulating environment where high quality teaching and learning take place.

Consequences/ Resolutions

Consequences for unacceptable behaviour should be logical and immediate (e.g. relate to the behaviour) and teacher intervention should move from the least to a greatest level of intervention. *Every attempt should be made to re-direct, de-escalate before behaviour escalates.*

Management options include:

- a look / non-verbal signal
- choice of alternative option
- student spoken/signed to
- time out
- visual sign where appropriate
- positive correction approaches (ie making clear to the student what they should be doing): modelling
- moving a student to alternative place to talk through if possible

- student spoken to at the end of a lesson
- removal with support assistance
- removal to another colleague/ change of face
- removal to a senior member of staff
- break / lunch detention
- loss of privileges
- report (with parents' support)
- letter home
- parents / carers invited into school to discuss a way forward
- Positive Handling Plan (PHP) and risk assessment as necessary

Where a student is in danger of harming themselves or others, removal requiring physical intervention by a trained member of staff (Team Teach approach) will be used only as a last resort and within the guidelines. If other students can be removed first and kept safe then this will happen. This needs to be reported immediately and an incident report sent via egress to the Education Department within 24 hours. Parents/carers also to be notified and discussed with. A debrief with staff involved to also take place after incident so that PHP or strategies can be adapted if necessary. There are alarms in key classrooms and others around the school; SLT, nurse and premises team hold pagers and attend alarm calls.

Quality Assurance and Recording

A record is kept of certificates and positive experiences, and students should keep certificates / copies of positive letters in a personal achievement file. Newsletters are now being sent out as well as the use of Seesaw for Sensory & Communication Department and Middle School. The Middles and Senior Departments sends half termly student Newsletters. Termly celebration assemblies are held as well as all achievement celebrated in weekly assemblies.

Any behavioural concerns will be discussed and reviewed in staff and departmental meetings.

Any serious incident should be recorded on the student's behavioural profile, on SIMS or on an ABC monitoring chart if appropriate (some students may have PBS involved as well). This will include:

- i) Total non-co-operation with a member of staff
- ii) Behavioural requiring unplanned removal from class
- iii) Abusive/ violent behaviour to students/ staff
- iv) Threatening behaviour to students / staff
- v) Self injurious behaviour

Any incident of violence to staff or students causing injury should be recorded immediately on the EVOLVE system and parents notified.

A RAP referral with parental/ carer consent can be completed by a member of SLT to raise concerns and seek other agency involvement e.g. Clinical Psychologist and Positive Behaviour Support Team.

Individual Behaviour Plan (IBP) / support plan

When a student's behaviour is causing concern, and is regularly requiring more input than usual classroom management strategies, an IBP will be drawn up, wherever possible with involvement with parents / carers. This will be reviewed, where possible, with the student. These documents are dynamic and may need frequent change. Some students may also have risk assessments in place to support their support plans and strategies.

Involvement of External Agencies

When it is thought that the school needs additional help in meeting the individual needs of a student, advice / support / assistance may be sought from a range of external agencies. This is through the Resource Allocation Panel (RAP) referral process and in discussion with the Educational Psychologist.

This involvement should always be sought after consultation with the Headteacher or the Deputy Heads and also after discussion with parents/carers as consent is needed for referral to share information on their child.

Any child protection concerns should be raised immediately with the Child Protection Officer or the Headteacher. These can also be referred into MASH (Multi Agency Support Hub).

Bullying

Bullying is the wilful conscious desire to disrupt learning, to hurt, threaten or frighten someone else. **Bullying has no place in school life and needs to be addressed.** Please also read Le Murier bullying statement in conjunction with this policy.

School Council Statement on bullying

At Le Murier we believe that bullying should not be allowed.

Bullying happens until it is stopped.

Ignoring the bullies or avoiding them might work but keeping quiet is not the answer.

Inform the teachers - don't suffer in silence.

Prevention of bullying

The school will raise the awareness of bullying through curriculum activities (PSHE, assemblies and other lessons), through giving students an opportunity to talk about bullying and through School Council. The school community will aim to prevent bullying through good practice throughout the school day.

Procedures for Dealing with Bullying

- Staff will investigate and record all reported incidents of bullying.
- Members of the school community will be encouraged to report any incidents of bullying.

- If a student is found to have been bullying they will be dealt with promptly, using sanctions / interventions already mentioned. Parents will be involved and, where appropriate, other agencies will also be informed.
- A person found to be bullying will have support to help prevent them from bullying again.
- A person found to be bullied will have advice / support on strategies to help prevention of bullying or what to do if it happens again.

Parents of students will be informed

Opportunities will be sought to teach students assertive strategies for dealing with bullying.

At all times strategies are in place to:

- Prevent opportunities for bullying
- Assist people who have bullied to stop
- Empower victims

Procedures for Dealing with Harassment

Le Murier believes in equality of opportunity for all members of the school community and therefore we will do our utmost to minimise incidents of harassment for any reason.

Harassment will not be tolerated in school:

- Appropriate staff will investigate any cases of harassment
- All members of the school community will be encouraged to report any incidents of harassment
- All incidents will be recorded and reported to the Head / Senior Managers
- Any student who has been found to be harassing others will be dealt with using appropriate sanctions found within this policy. They will also be supported to prevent them from being involved in a similar incident again
- If any staff member is alleged to be harassing others, this will be dealt with using the normal disciplinary procedures
- The victim of harassment will be supported by the school

Responsibility for policy

All staff and students share ownership and responsibility for implementing and monitoring the policy. Where appropriate, advice from outside professionals will be sought to support the implementation of the policy.

Scope of the Policy

This policy applies to all students and all staff. All new students and staff will be made aware of the policy during their induction. The successful implementation of the policy depends upon a whole school approach.

Appendix 1

'Interventions' used within and across Le Murier to support wellbeing, emotional and sensory regulation, learning, reading and behaviour

1. Speech Therapy
2. Occupational Therapy
3. Physiotherapy
4. Clinical Psychology
5. Positive Behaviour Support team, intervention work
6. CAMHS team/outreach team
7. Family Support workers
8. Therapy animals (dog, pony, rabbit)
9. Osteopathy for some
10. Reflexology for some
11. Decider skills
12. Change of face and Team Teach principles
13. Mindfulness and relaxation
14. CBT
15. Techniques from neuro-sequential model of education (NME Trust)
16. Massage and massage stories
17. Hydro pool and therapy swims
18. Weighted blankets and deep pressure (proprioceptive)
19. Cuddle swing (indoor)
20. Basket swing (outdoors)
21. Scooter time
22. Bicycle and quad bike timetabled time
23. Sensory diet (see above proprioceptive)
24. Attention autism
25. Intensive interaction
26. TEACCH principles, now and next, scheduling
27. Reward systems
28. PECS communication symbol system and variances of
29. Choice and support (I need X) boards to facilitate communication
30. Emotions boards
31. Exit strategies, time out, blue room, bean bag
32. Social stories
33. Social scripts
34. Sensory regulation/zones of regulation
35. Sensory room and sensory toys
36. Sensory stories, sensory engagement (Joanna Grace work and research)
37. RDI (Relationship developmental intervention programme/activities)
38. Heart Maths software
39. MHWB First Aider (5 LSAs trained and twilight input coming up)
40. LSA targeted support for learning, behaviour, nurture and emotional support
41. School nurse on site
42. 1:1 meetings with certain staff
43. ELKAN (Diane Mathews on the training) for literacy
44. Talkabout (Literacy)
45. Small group work in KS4 on reading, writing, spelling, aural presentation
46. Reading Language Intervention (specific Down Syndrome reading programme)
47. Sulp session