



MANOR HOUSE SCHOOL

BEHAVIOUR MANAGEMENT POLICY

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Owner	Executive Headteacher

Document History

Version	Comments/amendments	Name	Date
1.0	Version 1	Lyndsey Jeffries	September 2021

Introduction

Manor House School recognises the importance of promoting acceptable behaviour and methods of managing boundaries within the education setting. We believe that all young people have the right to expect positive approaches to behaviour, which foster self-esteem, respect, tolerance and self-control. Behaviours which harm people either emotionally or physically or damages property are real problems for everyone in the school and must be dealt with in an appropriate manner. By promoting the beliefs below Manor House will endeavour to ensure everyone is safe, that consequences and rewards are fair and our whole community is reflective and considerate to all.

Manor House School is a caring therapeutic community, whose values are built on mutual trust and respect for all. We believe that children flourish best when their personal, social and emotional needs are met. The school encourages self-esteem and successful outcomes. There are clear and developmentally appropriate expectations for all the community. To this end we encourage all members of the school to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not tolerate bullying, insensitivity, inappropriate language, discriminatory language, vandalism and theft, however how we approach such problems is individual. The use of PACE (Staff may be Playful, Accepting, Curious and Empathetic) and an understanding of attachment theory underpins our approaches to the above problems. Put simply 'all behaviour is communication' and staff will be curious as to how we can resolve and repair and ultimately change the negative actions and communications of our pupil/students.

As part of our Behaviour Management Policy our school believes that pupil/students should feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

It is our aim that all pupil/students fulfil their potential where appropriate to their level of understanding.

This policy is a statement of good practice that covers all aspects of the school and contributes to the development and maintenance of good behaviour, personal development and a positive ethos.

Expectations of good behaviour are high and a mutual feeling of trust is implicit. This policy reflects the school's stated aim of enabling all its pupil/students to develop skills to manage their own behaviour in a way that is safe to themselves and those around them. Inherent in the ethos of the school is respect for the individuality of our pupil/students.

Objectives of this Policy:

- To provide a consistent and informed approach to dealing with behavioural issues that can be referred to and implemented by staff and parent/carers.
- To enable pupil/students to become self-governing, understand strategies to self-regulate and enable them to engage in learning.
- To develop the skills and competencies of the staff towards managing pupil/student behaviour and enabling pupil/students to take ownership of their own responses.
- Provide a structured policy for staff to follow and implement when dealing with challenging behaviour.

- To ensure that the school provides a safe, well managed environment where learning and personal development is at the heart of everything that we do.
- To ensure that the schools' approach is both consistently and effectively implemented.

Our practice is based on the following principles:

- We are a school for learning;
- Pupil/students come to school to learn and achieve positive learning outcomes;
- When pupil/students are calm and regulated they are able to learn in a supported environment;
- When pupil/students are engaged in learning, differentiated to their individual abilities, their behaviour improves and they remain regulated;
- As pupil/students' behaviour and learning improve together, so too do their attitudes, self-esteem and personal development;
- The school will support pupil/students to want to take responsibility for their own actions and give them the skills to modify their own behaviour; and
- Pupil/students' will learn the skills in coping with dysregulation and be able to regulate themselves, becoming self-governing and more resilient to challenge.

Promoting Positive Behaviour

We will do this by:

- *Praise and Encouragement*
The school will praise and encourage the positive behaviours so that qualities such as kindness, thoughtfulness, tolerance, perseverance and motivation are appreciated and acknowledged.
- *Reasoning*
The school will reason and discuss with the young person why they should or should not do something. This should help them to relate the behaviour to the consequences.
- *Phrasing*
The school will endeavour to phrase directions, as far as possible, in a clear and positive manner. For example, instead of saying 'don't' we will endeavour to explain the reasons of why they should not do something?
- *Layouts*
The school will endeavour to ensure a workable layout of classes, monitor areas where transitions are likely to cause disruption and address problems in such a way as to promote positive behaviour. The aim of staff is always to reduce the possibility of disorder occurring by acknowledging workable systems. Stimulating activities, which will require concentration and perseverance.
- *Collaborating on Boundaries*
The school community will set out boundaries, which are basic and simple and give an explanation as to why there are rules. Rules will be open for discussion within the school community. The staff will endeavour to apply the rules consistently and fairly.

Roles and Responsibilities

The Role of the Head of School

The Head of School role has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour.

Support for staff faced with challenging behaviour is also an important responsibility of the Head of School who is expected to ensure the implementation of the above aims and additionally to:

- make provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- Be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and familiarise new staff members with the school's behaviour policy and guidelines for behaviour.

The Role of the Assistant Head

The Assistant Head will enable implementation of CPD, manage staff to debrief incidents to ensure better practice. Review curriculum and individual plans and look at individual rewards and sanctions as a whole school approach. The Assistant Head will support best practice throughout the school

The Staff

The school expects the staff to set a positive example to the young people by:

- Regularly examining and reflecting on their own conduct.
- Listening carefully to the pupil/students and valuing what they have to say.
- Giving the children clear and consistent explanations of the limits required in the setting.
- Ensuring that children do not receive positive attention for inappropriate behaviour.
- Allowing students to express choices.
- Acknowledging children's feelings and encourage them to express them appropriately both verbally and creatively.
- Encouraging adhering to the rules of the group, expressing that all have the right to learn.
- Refraining from shouting at pupil/students in a negative manner, this does not serve as a positive form of keeping regulation.
- Leading by example, remembering that young people learn by example.

Staff must communicate any practices that they disagree with immediately. The SLT should be informed as soon as possible if a situation is not been dealt with appropriately. Manor House values the partnership with all that work at the school and will endeavour to listen to any concerns regarding practice or management of any individuals.

Staff are encouraged to stop aggressive or bullying behaviour immediately and make clear that this type of behaviour is unacceptable.

Staff are to help the students understand they are valued.

Staff are trained to understand that all behaviours are communication.

Use of Rewards

Throughout the school, good behaviour is promoted at all times. Manor House School believes that it is important to acknowledge and reward in a positive way. We endeavour to raise pupil/students' self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise pupil/students where appropriate. The particular and individual challenges faced by pupil/students mean that staff should actively seek out examples of appropriate and socially acceptable behaviour, identify and acknowledge that behaviour and then reward it.

We praise and reward children for good work and behaviour in a variety of ways:

- Teachers and staff congratulate pupil/students
- Recognition of personal qualities by peer group
- Students can visit other classes to share their good work or may be chosen to share it with visitors
- Displaying good work around the School

Our school reward system uses a points-based method of awarding individuals school points for behaviour and learning within each lesson. The system also extends to scheduled breaks and unstructured times within the school day, reinforcing praise for positive behaviour.

The staff reward appropriate behaviour immediately to ensure that the young person recognises and understands exactly what they have done well.

Responding to inappropriate behaviours

As with techniques to support positive behaviour, it is important in responding to inappropriate behaviours and that staff identify 'what works' with individual young people and develop 'whole team approaches' so that young people receive a consistent message and that the work of one group of staff is not inadvertently undermined by the actions of others.

The principles of confronting unacceptable behaviour include:

- Set and maintain clear boundaries;
- Do not avoid the issue and do not delay;
- Work together;
- Be truthful, consistent and reliable;
- Make time to listen, talk and take a real interest in young people;
- Take the young person seriously;
- Encourage and reward positive behaviour;
- Involve young people in decision making;
- Communicate clearly;
- Explain what is wrong and the impact on the young person/others;
- Always know where your colleagues and young people are;
- Think and plan ahead; planning and pre-teaching helps avoid behaviour problems.
- Do not say "yes" to avoid confrontation. Do not say "maybe" when you mean "no";
- Do not make promises you cannot keep;
- Anger is not the same as aggression, and aggression is not the same as violence;
- Do not abdicate your responsibilities to the young people;
- Humour can defuse; making fun frustrates;
- Body language and volume and tone of voice can give important clues to what you want;
- Be calm, be assertive, be confident;
- Be aware and acknowledge your own feelings.

Any measure taken to respond to unacceptable behaviour should be fairly and consistently applied appropriate to the age, understanding and individual needs of the young person, and consider that certain behaviours may be the result of illness, bullying, certain disabilities such as autism, or communication difficulties.

Use of Consequences

The giving of formal consequences can be a useful way to express disapproval of a pupil/student's negative behaviour, and encouraging them to behave in more acceptable ways. Some young people at the school have experienced abuse and may expect punishment because this is the way they have been treated in the past. Staff need to be aware that all consequences as with rewards need to be explained carefully, this way the young people can relate their consequences to their actions.

Separation/Internal Exclusion

It may be appropriate on occasions to separate a student from the group for a short period of time. This must not be done as a punishment but rather because there is a risk to their safety or the safety of others. There must always be a staff member to support them.

'Time out' can be an effective means of decreasing negative behaviours by encouraging a pupil/student to remove or distance themselves from a situation they are struggling to cope with.

Staff work with pupil/students to implement a range of strategies that empower them to take responsibility for regulating their own responses and work towards gaining rewards for positive behaviour. Pupil/students develop an understanding that negative responses and challenging behaviours will lead to sanctions and/or further consequences.

All interactions with the pupil/students focus on positive reinforcement and rewards. However, the school has rules that form the basis of expected conduct. All pupil/students are expected to be polite to staff, attend all lessons and treat others as they would like to be treated. When a pupil/student breaks these rules the excellent staff: student relationships help to support them to make the right choices and reengage with the curriculum.

We are a school that sets high expectations for learning and personal development and highly skilled and trained adults encourage pupil/students to make gains in their self-esteem and personal development. Pupil/students will, over time, learn to adopt strategies to regulate their own behaviour and become increasingly self-regulating and resilient to challenge.

Use of Physical Intervention

Staff are charged with a duty to protect young people by taking all reasonable steps to prevent them from harming themselves, others, or from damaging property.

Staff must not use any intentional application of physical force upon children as a punishment.

Where staff have reasonable cause to believe it is necessary to prevent the risk of injury to any person or serious damage to property, trained staff are permitted to use restrictive physical intervention.

Recording and Monitoring Pupil Behaviour

Behaviour is recorded, monitored, tracked and analysed through our central online system and enables staff to record:

- Safeguarding Concerns
- School incidents
- Restrictive Physical Intervention
- Incidents of bullying

Time is provided at the end of each school day 14:30 – 15:00 for staff to complete recording and reporting of incidents. Safeguarding reports are recorded and the system automatically refers to the DSLs for followup.

RPI reports are default referred to the lead DSL/ Head of School.

In the event of a serious incident occurring staff may be deployed earlier to complete incident entries and contact the necessary parent/carers and professionals. In the event of a serious safeguarding concern being raised, staff will be deployed to consult and refer and act as necessary.

Staff Safety

Whilst staff have a clear duty to protect young people and others, they must not do so in a way which seriously compromises their own safety and well-being.

Restrictive physical intervention should never be used if staff do not feel they can achieve a positive or successful outcome, or the degree of danger to themselves or others is unacceptable.

When faced with violence, either sudden or as the end product of a spiral of aggression, the immediate task of the staff member is to ensure that they and the other people do not get hurt but, if this is impossible, withdraw to safety and summon support.

In these circumstances, staff must retreat from the situation and call for assistance from a colleague or a manager or, in extreme circumstances, the Police, in accordance with local protocols.

Where staff have been assaulted and/or injured during a physical intervention, they should consult a Manager with regards to guidance on the appropriate next steps.

In circumstances where staff cannot withdraw because, for example, they are cornered and they reasonably believe their physical safety to be compromised, normal priorities may have to be suspended, in these cases:

- Stay as calm as possible.
- Stay confident, but do not aggravate the situation.
- Reassure the aggressor.
- Do not insist on maintaining authority; do not be afraid to lose face.
- Use verbal diffusion and distraction in order to escape the situation.
- Try to keep the aggressor at arm's length.
- If physically attacked or overpowered, shout for help.
- If necessary, protect yourself to avoid injury and to gain a few seconds.