



**Archers Brook SEMH Residential School**

**Behaviour Management Policy**



## **Context**

Archers Brook SEMH Residential School is an 11 to 16 day and residential special school. Children and young people attending the school all have statements of special educational need for behavioural, emotional and social difficulties. A significant number have additional difficulties in communication and interaction, cognition and learning and of a physical, sensory or medical nature. This policy reflects the necessity to respond positively and effectively to this diverse and complex range of needs.

## **Vision**

'We are learning today to be successful tomorrow' by:

- Planning for the future
- Learning to express ourselves and understand others feelings
- Having confidence and self belief
- Being resilient and always looking for a positive way forward
- Maintaining self respect
- Accepting the consequences of our actions

All Archers Brook staff members are committed to upholding these values through the school's core principles of; consistency, conviction and care applied to all duties undertaken at the school.

We are proud to have such a positive community which stretches well beyond the school site. Together, through the consistency of our actions, the schools' partners and the staff ensure that all pupils receive equitable and valuable learning experiences each and every day of their school career.

Together we share a commitment to the young people with whom we work to ensuring that they have the learning opportunity today to be ready to be successful tomorrow.

## Types of Behaviour

Children arrive at school with different patterns of behaviour. We recognise that the starting point for each child is different and we carefully monitor progress for those with difficulties. We are also mindful of the fact that circumstances outside school may affect behaviour in school. Whilst this cannot be used as an excuse for inappropriate behaviour, it should influence the way in which each individual's behaviour is managed.

The same high standard of behaviour is expected from ALL children. Examples of acceptable and unacceptable behaviour include.

<b>Acceptable Behaviour</b>	<b>Unacceptable Behaviour</b>
Respecting others and their property	Rudeness and aggression
Following instructions	Fighting or physical attacks of any kind
Considering others	Swearing, racist or sexist remarks
Trying hard	Threatening behaviour and bullying
Valuing others points of view	Leaving classroom without permission
Being helpful	Behaviour which is offensive or disrespected
Being polite	Refusing to follow instructions.

## School and Classroom Rules

In consultation with the children, we develop a set of form rules through which our expectations are promoted and reinforced in a consistent manner throughout all aspects of school life. These are on display at all times in form classrooms and across school. An example of this is 8T classroom expectations;

- Arrive to lessons on time
- Follow instructions
- Show respect for others
- Share equipment with others
- One person to talk at a time

At the beginning of each academic year, each form will develop a set of no more than five classroom rules with the children. These will be permanently displayed and regularly referred to. They will be used to consistently reinforce the positive ethos we aim to promote.

Within the classroom as a standard expectation, all children should;

- Enter the classroom sensibly and sit at their designated seat
- Show respect for others and themselves, staff and the school
- Take an active part in their learning activity and achieving their IDP
- Don't disturb other pupil who are working
- Take responsibility for their own actions, behaviour and learning

These expectations will be consistently reinforced by staff at all times. At no time should children be allowed to fall short of these expectations without there being appropriate consequences.

### **Strategies for Encouraging Good Behaviour**

To encourage positive behaviour, staff will provide a good role model to children and employ a variety of strategies within the classroom. These will include;

- Making the class and school rules and expectations clear to the children
- Using positive and specific praise for appropriate behaviour
- Recognising good social behaviour and rewarding it appropriately
- Organising the classroom environment to promote effective learning
- Minimise the potential for disruption
- Being aware of race, gender and learning issues in their responses to children's behaviour, respecting cultural differences, and avoiding stereotypes
- Being sensitive to children's individual needs in a learning or social context
- Being alert to bullying behaviour ( see Anti-Bullying Policy)

As a school, all staff will

- Ensure that any feedback is constructive and highlights how a positive outcome can be achieved.
- Demonstrate the positive behaviour we wish to see at all times
- Encourage children to be responsible for their own actions

### **Whole School Reward System**

Children will be given regular and frequent praise and rewards by the staff within each lesson to reward good behaviour, good work and effort. Each pupil will make use of the whole school reward system with staff verbally giving a score to each pupil at the end of the lesson. This score is entered into Sims and weekly totals are generated to decide the Friday Top 10 reward trip.

Pupils are scored each lesson against the below criteria (goals), with the class teacher identifying how many goals they have achieved.

- All set work completed
- Individual developmental target met
- Acceptable behaviour all lesson

4 - Head teachers award for exceptional academic work

3 – All goals met

A – 2 goals met including IDP

2 – 2 goals met but not IDP

1 – 1 goal met but not IDP

Q – Incident

If a 'Q' is given an account of the behaviour and action taken is to be logged in the pupil's behaviour profile on Sims. For situations that need action from more than the class/form teacher a serious incident sheet is to be hand written detailing the events and returned to the staff room. These are reviewed on a nightly basis by SLT and interventions with consultations with parents put in place.

### **School Processes**

If pupils are off task staff should attempt to work through the below strategies to reengage the pupil;

- Verbal and visual prompting, specifically referring to the point they are 'forgetting'
- Modelling/explaining desirable behaviour
- Given an alternative means of completing the task
- Given an alternative task with the same learning outcome
- Change of seating/work space
- Time out
- 5 mins mediation time to resolve the problem

If a pupil is displaying persistent negative behaviours and are not responding to in-class support strategies then referrals can be made to access additional support facilities within school. These should not be used as a punitive measure but as a means to re-engage pupils by addressing their issues.

- The Base
- Learning mentor
- Complimentary therapist
- Art therapist
- Counsellor
- Peer mentor

In the case of reactive situations where staff or the pupil believe they need to be away from the classroom the school PA system can be used to call for assistance from covering staff and SLT. Breakout areas can be used to assess, calm down, undertake work and mediate with the pupil to allow the issue to be resolved.

- The library
- Learning mentor room
- Sensory room
- Soft room
- Reflection room
- Family room

The classroom teacher should be the first to initiate any sanctions with liaison and recommendations from the form tutor sort if issues don't improve or become resolved. At this stage individual behaviour contracts, group behaviour plans can be devised. SLT will be aware of the actions and interventions through staff briefings and oversee the outcome. SLT will implement further actions to reinforce improvement. Sanction to be used;

- Verbal warning
- Loss of chill
- Phone call home
- Break, lunch or after school detention
- Catch up time to complete work or work to be completed at home
- Reparation work

### **School Rewards**

The behaviour reward system revolves around the lesson monitor goals recording system that provides the weekly top 10 reward trip. Pupils can also be rewarded with 5 minutes chill time when work is completed, positive phone calls home, departmental certificates in termly good news Assemblies, mentor role in lessons and school.

### **Physical Intervention**

Occasionally situations may arise in which physical restraint may be required. All members of staff have been 'MAPA' trained and may use such restraints as is reasonable in the circumstances for the purpose of preventing the child from doing, or continuing to do, any of the following:

- Causing personal injury or damage to property
- Engaging in behaviour which puts their own or others personal safety at risk

Practical methods to defuse the situation should always be considered before restraint is used including keeping calm, offering verbal prompts or retreat.

In a serious incident leading to physical restraint, the member(s) of staff involved should complete a record of the physical restraint in the Incident Report Log Book available from the staff room.

### **Inter-relationships with other Policies and Legal Requirements**

The school will implement its behaviour management policy with due regard to the following: -All school based linked policies.

- The Special Educational Needs and Disability Act 2001.
- The Accessibility Plan arising from the act.
- The Race Relations (Amendment) Act 2000
- The Human Rights Act 1998
- The appeals / complaints procedure

With regard to the above legal requirements the Governing Body reserves the right to review individual cases and respond to these individual circumstances appropriately.

**Monitor and Review**

- The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed.
- The Governing Body will regularly review this policy and associated procedures to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff, trade unions, parents and carers.
- The outcome of the review will be communicated to all those involved, as appropriate.

J Hilditch  
September 2016  
Reviewed March 2015  
Reviewed and amended September 2016

Signed: .....  
Mrs Myers-Whittaker  
Headteacher

Date: .....

Signed: .....  
Mr R Crompton  
Chairman of Governors

Date: .....

Next review September 2018