

RAVENSWOOD SCHOOL BEHAVIOUR MANAGEMENT POLICY



Ethos

All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

Aims

1. To encourage adherence to an agreed set of behaviour expectations by pupils and to promote a positive ethos for managing behaviour through praise and rewards.
2. To provide a safe, calm place for all and effective learning opportunities throughout the school day.
3. To ensure pupils understand the consequences of poor behaviour and bullying including the effect of these on others
4. To promote the Personal Social Development of pupils and enhance their opportunities to make positive contributions to the community.
5. To promote effective partnership working with parents.
6. To support staff in their development and maintenance of effective behaviour management

Behaviour Management

How We Behave Here – our standards

We have standards for how **we all** behave on the school site and how we relate to one another.

1. Be kind, helpful and polite to each other.
2. Be in the right place at the right time.
3. Move sensibly around the school.
4. Take care of our school and everyone's belongings.
5. Only eat snacks at playtime, timetabled snack time or lessons involving food preparation/tasting.
6. Use computers and technology safely.

We recognise that the pupils at Ravenswood have very diverse needs. Staff need to personalise their guidance and support depending upon the pupils' needs. At the same time, we all need to be working to the same set of expectations of behaviour for our pupils and therefore adults need to role model **How We Behave Here** at all times.

It is adults' responsibility to demonstrate positive approaches to maintaining high standards of behaviour at all times. This means showing appropriate

- **Body language,**
- **Expression,**
- **Speech,**
- **And Tone.**

Avoid sarcasm, negative talk and ambiguity. Praise pupils, be positive, and consistent. Respond to negative behaviours in a calm, controlled manner – remember **BEST** – a calm response will de-escalate situations.

Praise and Rewards

It is expected that good standards of behaviour will be encouraged through the consistent application of **How we Behave Here**, role modelling good behaviour, adults showing good control of individuals/groups of pupils and these supported by a high ratio of rewards, encouragement and few sanctions.

Informal Rewards:

All pupils (including those with impeccable behaviour) need to be rewarded for doing the right thing. Often informal rewards are sufficient, and are a means of building their self-esteem.

- Praise and encouragement in and out of lessons should be used as much as possible. This is always strongest when the praise is explicitly linked to the behaviour you want.

- The Headteacher or other appropriate members of senior staff to be invited to praise individuals, groups or classes and being invited into classrooms as appropriate
- Public acknowledgement and celebration of success for individuals or groups of classes e.g. sharing in lessons, assemblies, newsletter.
- Pupils' work to be displayed as much as possible in order to give recognition to it.
- Message to parents in home/school diary.
- Small privileges e.g. ICT time, choosing time.

Positive Behaviour Management – De-escalation Strategies

Respond to negative behaviours in a calm, controlled manner – remember BEST – a calm response will de-escalate situations.

Support all pupils in learning to manage their behaviours through a person centred approach. It is important we listen to their voice. Strategies to try are:

- Distraction
- A different adult taking the lead (you may be the trigger to the child's behaviours)
- They can go to the Haven, Healthcare or The Calm Room (or another calming place) to sit quietly or talk about whatever is troubling them. Their views will always be heard.
- Reading through a bespoke social story.

Tangible Rewards for good/improving behaviour

Young pupils and those who are learning to control their behaviour also need tangible rewards. They need to see the link between their behaviour and being given a tangible reward. The school has two systems in place for pupils to gain tangible rewards frequently.

- 10 instances of staying safe, keeping healthy, working hard, economic well-being and making positive contributions, leads to a PSCHE certificate, followed by a prize from the Haven. KS4 and KS5 students can collect 50 instances to get a bigger prize.
- Weekly Certificates of Achievement, one per class awarded at Friday assembly.
- Gold Work – For those students who do present with challenging behaviour it would be expected for them to provide Gold Work at least three times a year. For those students with consistently good behaviour it would be expected to have further opportunities to share their achievements with the Head Teacher.

Traffic Lights System – Helping Children Monitor and Improve their Behaviour.

What is it?



In the class there will be 5 pieces of different coloured card (as above).

You will then have photos or name cards for each child in the class which you move up or down the pieces of paper accordingly.

How does it work?

All pupils begin the day on green (regardless of where they ended the previous day).

- If a pupil displays good behaviour they get moved up the chart each time by one step, until they reach gold.
- If a pupil has maintained gold at the end of the day they can be rewarded with a credit/smiley face. A note in the home school diary is helpful.
- If a pupil misbehaves or acts in a way that is not safe, they will be moved down one step, for related incidents.
- A pupil moves back up the chart one step **as soon** as their behaviour starts to improve.

- If a pupil ends a session (break, lunch or end of day) on amber or red they will lose minutes from their preferred activity. It is the class teacher's responsibility to ensure these sanctions are carried out.
 - Amber = up to 5 minutes from break, lunch or choosing time
 - Red= up to 10 minutes from break, lunch or choosing time
- Pupils in KS4/P16, the minutes from the afternoon will be spent the following break time.
- If pupils do not arrive for class sanction during the day, give a warning and opportunity for them to do their sanction at the next available slot. If they do not arrive a second time, report this as non-compliance on a Behaviour Incident Form.

Use of Sanctions

An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Thus, it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate a pupil or pupils.

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour and which make a clear distinction between serious and minor infringements of **How We Behave Here**. However, we adopt a Person Centred approach and need to explain to pupils that some of their peers have significant anxieties and difficulties in managing their own behaviour and sanctions may not always be appropriate.

The school has 6 levels of agreed sanctions -

Level 1 Sanctions – Where positive strategies have been unsuccessful, class teams may apply the following sanctions.

1. Adult disapproval
2. Moving down on traffic lights
3. Restorative Justice e.g. clearing up furniture / items that the pupil has thrown and removing graffiti.
4. Making amends e.g. letter of apology, shaking hands, saying sorry

Level 2 Sanctions – Where positive strategies have been unsuccessful, teachers may apply the following sanctions.

1. Missing up to 10 minutes of break – class team to supervise
2. Missing up to 10 minutes of lunch break – class team to supervise
3. Missing choosing time

Following any sanction it is important for adults to be clear it is finished and to re-focus on positive behaviours and classroom rewards.

Level 3 Sanctions – can be applied by Head of Department.

1. Missing all of break supervised by the Head of Department
2. Missing up to 15 minutes of lunch break supervised by the Head of Department
3. Community Service eg tidying a corporate room/area, picking up litter, cleaning a vehicle, sorting library books.

Level 4 Sanctions – can be applied by the Behaviour Support team

1. Missing all of break and being supervised by the Behaviour Support team/Senior Leader
2. Missing all of lunch and being supervised by the Behaviour Support team/Senior Leader
3. Community Service eg tidying up a corporate room/area, picking up litter, cleaning a vehicle, sorting library books,

Level 5 Sanctions – can be applied by Deputy and Assistant Head Teacher

1. Internal Exclusion
2. Invite parents for a formal meeting
3. Pastoral Support Programme
4. Remove access to technology

Level 6 Sanctions – can be applied by the Head Teacher

1. Fixed Term Exclusion
2. Alternative provision
3. Permanent exclusion (confirmed by the Governors).

Behaviour Management – Personalised Programmes

A. Consistent Handling Programmes/Risk Assessment

A CHP/Risk Assessment is drawn up for those children who show challenging behaviours which put them at risk of harming themselves or others. The plans identify the probability and severity of the behaviours leading to an overall risk category. They then identify the integrated approach adults need to use in response to the child's mood and behaviour.

The Behaviour Support Team lead this work, drafting the CHPs and reviewing them with the class team and other professionals involved with the child. We share the programmes with parents (and with the child if appropriate) and include their views.

CHPs/Risk Assessments are filed in "Planning for learning for Individual Pupils" Class Folders and all staff (including supply staff) need to be aware of how to implement the agreed programme. They are also in Trip Folder packs, so that the strategies can be used during off-site visits.

B. Pastoral Support Programmes (PSPs)

For pupils, who are at risk of exclusion, we hold Pastoral Support Programme meetings with the child and their parents. PSPs include agreed behaviour targets which we help the child monitor through a target card. Success is celebrated.

C. Restrictive Physical Intervention (RPI)

This section of the policy is based on latest non-statutory advice (DFE July 2013). It is always unlawful to use force as a punishment. However, there are times that holding is the only way to keep them and/or others safe.

A small minority of pupils show very challenging behaviours which place themselves and others at imminent risk. It is important for them and others that staff manage such behaviours safely. Behaviours which may lead to the use of RPI:

- The pupil is at risk of self harm
- The pupil is at risk of harming other pupils
- The pupil is at risk of harming adults
- The pupil is at risk of causing significant damage to property
- The good order of the school is being seriously prejudiced

At Ravenswood, adults must only use suitable and acceptable light holding to reduce or manage risk behaviour. We train all classroom staff and most of the Children's Services Team in "Managing Actual Potential Aggression" (Pivotal MAPA); this is the training approved by North Somerset. The training includes:

- Deceleration and Prevention strategies, identifying behaviour that indicates an escalation toward aggressive and violent behaviour and taking appropriate measure to avoid, decelerate, and/or de-escalate a crisis.
- Decision making, assessing the risk associated with the crisis behaviour
- Managing Behavioural Risk using Disengagement and or Holding skills; using suitable and acceptable physical interventions to reduce or manage risk behaviour
- Post Crisis review and learning points for the school

Following the holding, even when it is light, a pupil always needs to be given time to calm and recover. They should be offered time to talk, a drink of water and be guided into a positive conversation before they return to class. It is also important that adults check they have not been harmed during the hold, and if so that they receive appropriate treatment.

Similarly, adults may also need time to calm and recover. Please do let the class team or senior leaders know if you need to take a short break to recover/compose yourself. If you have been injured during the

crisis incident or the light holding please report this to Health Care where you will receive appropriate treatment.

Emergency use of RPI may be required when pupils behave in ways that have not been foreseen by a risk assessment e.g. running across a busy road, showing new challenging behaviours. The consequence of holding a child as an emergency is likely to reduce the risk of harm to themselves or others. Adults need to act reasonably to keep children safe. However, even in an emergency, the force used to hold a child must be reasonable.

In **exceptional circumstances**, the school's behaviour management strategies and the use of light holding may be insufficient to support a child to calm and self-control. The light holding itself may be escalating the child and adults need to respond appropriately by reducing holds as soon as possible. Should the child continue to show challenging behaviours which place themselves and others at imminent risk then staff need to make a **dynamic risk assessment** and act to reduce the risk of harm to the child and others.

Staff will be expected to report their dynamic risk assessment and actions they took to a Senior Leader and to record this appropriately. This record will be used to inform parents and the Local Authority of the measures taken to keep the child and others safe.

Headteachers and authorised school staff may also use reasonable force given the circumstances when conducting a search without consent for stolen, dangerous or inappropriate items.

Recording and Reporting Behaviour Incidents

Any behaviour incident that involves.....

- deliberately or threatening to hurting someone (self or others),
- absconding from lessons,
- dangerous behaviour,
- using threatening or abusive language,
- damaging property
- bullying or discrimination
- is illegal (smoking, illicit substances, theft)

needs to be reported on a Behaviour Incident Form and left in the drop outside Headteacher's office before you go home at the end of the day. Further reports may be needed as follows;

- When light holding has been used the incident must be recorded on a Physical Intervention Form. In the event of an injury occurring to a pupil or adult, an accident form must be completed.
- Dynamic Risk Assessments used in exceptional circumstances to ensure a child is kept safe.
- Allegations of bullying investigations, recorded by the designated adult. If the bullying incident is discrimination related a HATE Incident Form will be completed by an adult designated by the Assistant Headteacher and sent to the Local Authority.
- In the event of an injury occurring to a pupil or adult, an Accident Form must be completed.
- Where a visit to the hospital is required and or 7 days off school/work are required for recovery, will be recorded on A Reporting Serious Injury Form and sent to the Local Authority.

We will strive to inform parents of an incident and any associated accidents on the day it occurred. This is particularly important if light holding or exceptional measures have been used or their child has an injury. Reporting may be face to face, telephone or through the home-school diary, according to the incident.

Post Incident Review and Learning

Following an incident in which light holding is used or exceptional circumstances mean staff makes and follow a dynamic risk assessment, staff and children (where appropriate) are given separate opportunities to talk about what happened. These de-briefs are information finding conversations, to find out what happened and the effects on the participants. Conversations should only take place when those involved have recovered their composure and should not be used to apportion blame or to punish those involved.

De-briefs are recorded as part of the Behaviour Incident Form and the RPI form, if light holding has been used.

If the crisis led to significant disruption for a child, member of staff or a group of pupils or staff then a team de-debrief will be held so that the school can learn from the incident and review their procedures to

minimise the risk of the crisis happening again. Records of these team de-brief meetings, along with actions are recorded and shared with the relevant staff.

Monitoring and Evaluation

Records of incidents and use of light holding are monitored weekly, leading to swift interventions to improve school procedures with a focus on children developing self-control and managing their own behaviours without adults holding them.

Termly and annual analysis identifies patterns of incidents leading to a review of our procedures and improvements being planned and implemented.

Policies linked with this policy:

- Anti-bullying Policy
- Child Protection Policy

History of document

Issue No.	Author/Owner	Date Reviewed	Approved by Governors on	Comments
3	Senior Leaders	Autumn 2014	9/10/14	Amalgamation of Behaviour and RPI Policy Updated in line with MAPA training , Ofsted expectations and DFE guidance.
4	Senior Leaders	Autumn 2015	07/10/15	Minor amendments to incident form
5	Senior Leaders	Autumn 2016	04/10/16	Minor amend to wording
6	Senior Leaders	Autumn 2017	18/10/17	Updates to reflect best practice guidance
7	Senior Leaders	Autumn 2018	10/10/18	Updated Pivotal MAPA

References:

Guidance for Safer Working Practice for Adults who work with Children and Young People in Educational Settings – DfE (March 2015)

Behaviour and Discipline in Schools – A guide for Headteachers and school staff – January 2016

Use of Reasonable Force – advice for Headteachers, staff and governing bodies – July 2013

Ofsted Inspection Framework – August 2016

