



## Behaviour Policy

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<b>Headteacher:</b>		<b>Date:</b>	14 <sup>th</sup> November 2016
<b>Chair of Governors:</b>		<b>Date:</b>	14 <sup>th</sup> November 2016

<b>Date of Next Review:</b>	September 2018
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### CONTENTS

1	<b>Statement of Intent</b>
2	<b>Aims and Values</b>
3	<b>Implementation</b>
4	<b>Responsibilities - School</b>
5	<b>Responsibilities – Staff</b>
6	<b>Responsibilities – Parents/Carers</b>
7	<b>Strategies for Intervention</b>
8	<b>Physical Intervention</b>
9	<b>More serious problems</b>
10	<b>Hertfordshire Behaviour Management Programme</b>
11	<b>Bullying</b>



<b>12</b>	<b>Sexual Behaviour</b>
<b>13</b>	<b>Exclusion</b>

## 1. Statement of Intent

The Behaviour Management Policy should be seen firmly in the context of a philosophy that embraces an ethos of mutual respect where every member of the school community is supported to achieve their potential.

This policy is endorsed by all staff at Amwell View and outlines the schools commitment to the individual needs of all pupils and the importance to support and modify the child's behaviour at an appropriate level.

## 2. Aims and Values

- To develop a moral framework within which initiative, responsibility and sound relationships can flourish which value the self esteem of both pupils and staff.
- All of the pupil's achievements are valued and celebrated by the school.
- To produce an environment in which pupils feel safe secure and respected.
- Good classroom management is the key to effective learning.
- To enable pupils to develop respect and tolerance for others regardless of learning ability, social, religious or ethnic background.

## 3. Implementation

Staff at Amwell View School and Specialist Sports College are aware that good classroom management and promoting a positive classroom atmosphere are the key to effective learning. All staff agree that the following principles provide a sound foundation on which to build a safe and secure environment and every member of the school community has a duty to make this happen. Therefore Hertfordshire Local Authority has adopted Hertfordshire STEPS Behaviour Management programme and all staff are trained in this method. Hertfordshire Steps is operated solely by Hertfordshire County Council under license from Norfolk County Council. Responsibility for training and practice within schools and services is the responsibility of the employer and management or within schools, the head teacher and governors

*All teaching staff undertake:-*

- *know how to manage difficult or dangerous behaviour, and to have an understanding of what challenging behaviour might be communicating.*
- *Focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.*
- *Shared values and beliefs.*
- *Shared principles of communication and de-escalation.*
- *Shared risk management.*
- *Shared reparation, reflection and restoration.*



- *To support each other in dealing with pupils with challenging behaviours.*
- *To conduct lessons that are conducive to effective and appropriate pupil engagement.*
- *To ensure that pupils are well managed when moving round the school and respect agreed standards of behaviour.*
- *To model the type of behaviour felt to be acceptable.*
- *To work with multi disciplinary teams to implement proactive behaviour strategies that promotes a consistent approach.*
- *All pupils will have their achievements academic or otherwise acknowledged to foster a sense of self worth.*
- *To deal sensitively with pupils in distress, listen to them and deal with any incident appropriately.*
- *To record any incident within 24 hours on the designated central log and or individual behaviour log.*

#### **4. Responsibilities - School**

The school recognises its responsibility for the safety and wellbeing of their staff where they are involved in an activity that could result in personal injury or high levels of stress. The school will evaluate each situation and devise strategies to minimize the risk. The Senior Leadership Team will endeavour to ensure that staff are adequately trained in moving and handling, risk assessment, and the implementation of individual behaviour management plans so that staff follow these procedures.

- The school informs parents of any concerns that they may have about their child's behaviour with a view of working with them to promote positive change.
- The school supports staff in the maintenance of good classroom management skills.
- The school offers training to staff in attitude and approaches to behaviour support, and on physical interventions.
- The school has 6 Steps Tutors who update staff regularly.
- The school monitors and maintains records of incidents of physical intervention (Through populating an electronic record which is then transferred to a Book that records RPI).
- When a pupil or group of pupils have been identified as having a particular behavioural management need a member of the Senior Leadership Team will be designated responsibility for working with the staff team and liaising with SLT re strategies for the management of behaviour within that group/class.
- The school informs parents when it requests advice from outside agencies, e.g. educational psychologists, CSF etc.

#### **5. Responsibilities – Staff**

- All staff work within school policies and work together as a team communicating effectively and in a professional manner.
- Staff do not use physical interventions that are unwarranted, excessive or punitive. Loss of privilege must only involve a playtime activity. This must never involve loss of food, a curriculum activity or club.
- Staff act as models for acceptable behaviour thus promoting clear expectations of pupil's behaviour.
- Staff need to understand the importance of implementing individual behaviour plans and the need for risk assessment.



- Staff do not participate in physical intervention or restraint without following the 2 stage initial 'Step On' and Step Up' training programme and regular annual update.

## 6. Responsibilities – Parents/Carers

Parents play a vital role in the promotion of appropriate interaction within school and the importance of positive home/school liaison. The school expects parents and carers to inform the school of behavioural problems they experience at home and or any health issues, medication or trauma that may affect a pupil's behaviour.

## 7. Strategies for Intervention

In most cases a quiet firm reprimand from a member of staff introducing a realistic choice about the outcome is expected to be sufficient to correct behaviour. In addition the following strategies may be used:-

- Time out- removal from the scene of the incident.
- Working in another class or quiet room with a different teacher, Learning Support Assistant or member of Senior Leadership Team.
- A recognition that adult expectations and resultant behaviours may have to change in order to meet individual needs and situations.
- An approach to behaviour management which encourages the reinforcement of positive behaviours and the teaching of alternative skills to replace unacceptable behaviour.

## 8. Physical Intervention

Physical intervention is a proactive, supportive strategy to assist pupils. *Some examples of this are helping a pupil who is gradually learning to control their aggressive behaviour and requires escorting along a corridor, assisting a pupil to sit down or enter a classroom to enable access to the curriculum, hand over hand writing etc. These are part of a broader educational or therapeutic strategy. They involve little or no force.*

## 9. More serious problems

If the above strategies do not lead to an improvement in behaviour then the following may be required:

- To adopt county guidelines on restraint that follows Section 93 of The Education and Inspection Act 2006 that allows the use of reasonable force or physical restraint, as a last resort and when there is no other acceptable alternative.

*It may be used to prevent a pupil from engaging in behaviour prejudicial to maintaining good order and discipline during a teaching session*

- *to prevent them causing injury to themselves or others,*
- *to prevent them from damaging property (belonging to others or themselves)*
- *to prevent them from committing an offence.*

*Any force used is the minimal needed to achieve the desired result.*



## 10. Hertfordshire Steps Behaviour Management Programme

Under the guidance of Hertfordshire Local Authority, the school has adopted the Hertfordshire Steps Behaviour Management Programme and all staff are trained in this method.

This method looks at positive ways to work with pupils displaying challenging behaviours. It also uses supportive and isolating holds that work with the body's natural movements that can be used when a pupil needs physical intervention or as a last resort, physical restraint. (See Restrictive Physical Intervention Policy)

When confronted with violent aggression it is essential to create options for actions and communicate these options to the individual. Knowing that there are various options, and what these can prevent unnecessary escalation of an incident. Knowing that staff can calmly and confidently deal with challenging behaviour can also have a reassuring and calming influence on the individual.

Hertfordshire Steps training facilitates a skilled and committed team of trainers working in a partnership of care and education.

Staff must maintain a consistent and unified approach to matters of discipline otherwise the pupils will become confused and more difficult to manage.

## 11. Bullying

Our aim is to provide an environment in which pupils feel safe, secure and happy. We expect everyone to treat each other with kindness and respect. Some children may however suffer from being bullied at some time during their school life. In most cases this will be a passing incident which the pupil will cope with, but in some cases the effects can be very upsetting. The school takes any incidents of bullying seriously and will try to resolve the situation promptly. An important aspect of the PSHE programme is about relationships, tolerance and getting on with others. Parents are encouraged to liaise with the school and make an appointment with the Head Teacher should they have any concerns.

## 12. Sexual Behaviour

Inappropriate behaviour of a sexual nature should be dealt with in an appropriate manner and context and reported to either the Head Teacher or the Deputy Head, as the designated teachers for Child Protection in school, using a Cause for Concern form. Confidentiality procedures need to be followed.

## 13. Exclusion

The school will follow all County and National guidance on the use of exclusion.

- Exclusions can only be implemented by the Head Teacher.
- Parents/Carers need to be informed both verbally and by letter.
- Parents/Carers need to be invited to a return to school interview depending upon the age, maturation and severity of the incident.