

## Summary Guidance in Relation to Behaviour Management

In the spirit of the school's aims, mission and vision statement:

- We encourage the development of a calm, orderly and friendly environment that provides a positive environment for students to learn appropriate personal and social skills to achieve a standard of acceptable behaviour within school and the wider community.
- We show respect for all members of our community and aim to be consistent in our approach to students and each other.
- We promote a culture of understanding and tolerance within our students of each other's needs, behaviours, learning difficulties and medical conditions and strategies which can be adopted to support each other.
- We promote positive self-esteem in an inclusive environment that values all.
- We follow the guidance and underlying principles associated with Team Teach as a behaviour management tool from which a whole school policy is developed.

### **STRATEGIES WHICH SHOULD BE EMPLOYED**

**Differentiating the content, organisation and delivery of the curriculum for individual students to ensure that it is appropriate for interests and ability levels is crucial. This will prevent some students developing behavioural difficulties arising from inability to access activities.**

#### **Class Rules**

All staff and students must be aware of acceptable behaviour within a classroom environment, taking into account the above general principles. Class rules should be discussed (where possible), be concise and clear, agreed and promoted consistently.

#### **Classroom routines**

Routines vary in individual classrooms and for individual students, however certain elements are common to all and these include:

- arrival in school, greetings and register
- moving around school as a group or as individuals
- the importance of seating considerations in the classroom
- lunchtime routines
- end of the day routines
- class rules and routines

**Staff should be aware that students copy behaviour and they should, therefore, be good role models by exhibiting appropriate behaviour themselves:**

- *Never shout aggressively, humiliate or speak roughly to a student.*
- *Use language that is at the student's appropriate level of understanding.*
- *Don't over react.*
- *Avoid confrontation.*
- *Instil boundaries.*
- *Listen.*
- *Establish the facts.*
- *Judge only when certain.*
- *Use sanctions appropriately.*

## Remember:

- *To notice and praise positive work and behaviour.*
- *To create and sustain a positive, supportive and secure environment.*
- *To be well prepared with stimulating lessons which help to generate good behaviour and earn respect.*
- *To begin lessons on time.*
- *To be prepared for the lesson.*
- *To keep everyone occupied and interested.*
- *To extend and motivate all students.*
- *To maintain an interesting and attractive environment.*

Know your students as individuals and help them to understand the consequences of his/her behaviour and the sanctions used.

### INAPPROPRIATE/ANTI-SOCIAL/SEVERE CHALLENGING BEHAVIOURS

A distinction needs to be made between inappropriate and severely challenging behaviour and as such responses to each will be different (*one size does not fit all, and individual student circumstances change for many reasons – communication and empathy are critical.*).

Inappropriate, anti-social behaviour is defined as general naughtiness, walking out of class, corridor wandering, arguing, fighting, hitting, being cheeky, pushing, spitting, name-calling, swearing, bullying and stubbornness.

**Unacceptable behaviour should be dealt with in the classroom situation by the teacher and class staff involved in the first instance, following individual behaviour plans or agreed strategies. This includes if a student leaves a classroom and wanders. They must be supervised at all times.**

It is the teacher's responsibility to ensure lesson planning and organisation includes behaviour management strategies. If an individual behaviour plan is required this should be referred to the pastoral teacher in first instance, supported by dept discussion and HOD.

**Should behaviour continue to escalate students can be withdrawn from the situation, but it is essential they have support for supervision purposes and where required with work to complete.**

Further escalation can then be referred to a senior staff member as the next course of action, following the degrees of seniority e.g., HOD, DH, HEAD, depending upon availability.

There is a traffic light system in place using **green**, **yellow** and **red** slips.

**Green** – to re-enforce good, appropriate behaviours and attitude

**Yellow** - to act as a warning and inappropriate behaviours should cease immediately

**Red** – to denote unacceptability and further sanction to follow

### SEVERE CHALLENGING BEHAVIOUR

The nature of some of our students means that there will be times when severe challenging behaviour occurs. It can be managed successfully with a consistent and sustained programme of support and intervention.

Most challenging behaviours are: escape behaviours, i.e. avoidance, and attention seeking behaviours which are maintained by positive reinforcement. Common to both is the concept that such students are struggling to make sense of a complex and frightening environment. Challenging behaviours become established because they provide the student with a significant element of control.

Specific general approaches to challenging behaviours include:

- Behaviour modification
- Child focussed/individual approach
- Gentle touching - contingent touch
- Time out/withdrawal
- Reinforcement, praise
- Defining and understanding the behaviour
- Being proactive rather than reactive
- Distraction
- Non-aversion/non-confrontational
- Ignoring
- Positive physical intervention (must have been accredited following Team Teach course to use)
- Therapeutic approach – massage/aromatherapy – relaxation techniques
- Loss of privileges
- Reprimand
- Social Skills Teaching
- Referral to other agencies.
- Anger Management

Practical techniques for responding to outbursts:

- Calm the person in a non-obtrusive manner and try to redirect
- Protect yourself, the person and others
- Do not chastise the person; remain calm
- Redirect the person to the task or activity
- As the person redirects, focus on positive participation and reward
- Try to redirect as pre-cursors to outbursts appear

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