



# THE CLARE SCHOOL

## BEHAVIOUR MANAGEMENT POLICY

### **The Vision**

**Although we believe that the key to good behaviour at The Clare School is positive engagement with learning, there are times, for some children, when additional help is needed to keep them fully engaged.**

The objectives for this Policy are:

- To promote a positive ethos and climate within the school.
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued.
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- To promote self esteem through success, self-discipline and positive relationships.
- To encourage the involvement of both home and school in the implementation of this policy.
- To support staff in managing pupil's behaviour
- To promote an environment where everyone feels happy, safe and secure.

### **Teaching Positive Behaviour**

At The Clare School we believe that positive behaviour in children stems from learning the core skills and abilities. These core skills and abilities are:

Independence and organization

Co-operation with adults

Self-image and self esteem

Collaboration with other children

Motivation Sociability

Reflection and self-control Empathy

Attention Honesty

## Perseverance Respect for self and others

### Fairness

We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities. They also have an important duty to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. These core skills and abilities can be taught throughout the school day by:

- Staff modelling skills and abilities directly
- Setting appropriate boundaries for children's behaviour
- Showing empathy and understanding of children
- Listening to children
- Showing respect and understanding to everyone in the school community
- Providing feedback in an informative way to children
- Using positive consequences to encourage the learning of appropriate behaviour
- Using negative consequences to discourage the learning of inappropriate behaviour

There has to be an understanding at The Clare School that for some pupils they will not achieve all the skills and abilities. For some pupils, staff will have to manage their behaviour for the time they are at the school.

### Responsibilities

School staff, pupils and parents need to work together to support this behaviour policy.

#### Staff Responsibilities

- To treat all children fairly and with respect
- To help all children to develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To be a good role model
- To form positive relationships with parents and children
- To recognize and value the strengths of all children
- To offer a framework for teaching the personal, social, emotional skills and abilities that underpin the school's behaviour policy
- To inform parents/carers when their child's behaviour is causing serious concern.

#### Pupils' Responsibilities

- To show concern, care and respect for others
- To recognise the right of others to learn
- To treat their belongings and environment with care and respect
- To accept responsibility for their actions (within the individual pupil's ability)

## **Parents/Carers' Responsibilities**

- To support the school ethos (home school agreement)
- To show an interest in what their child does at school
- To ensure their child attends school regularly so work and positive behaviour patterns can be established and maintained
- To be encouraged to speak in the first instance to their child's class teacher about their concerns for their child's behaviour and if appropriate to make an appointment to speak to the headteacher

## **Positive Consequences Rewards**

We recognise that pupils achieve more and are highly motivated when staff commend and reward success rather than focus on failures and shortcomings. The positive benefits of praise and reward are recognised by all staff and will be included in Risk Management Plans.

Examples of appropriate rewards to be used at The Clare School:

- Praise and encouragement
- Celebration in assembly of individual or group achievement
- Certificates, which can be included in a pupil's Record of Achievement
- Being given the opportunities to show their achievements to other significant adults and pupils
- Small, age appropriate material awards including stickers or use of a special toy within the classroom
- Privileges e.g. choice of activities
- Special responsibilities within class or the school
- House points linked to the whole school

## **Negative Consequences Sanctions**

For some pupils it will be necessary to apply a sanction in order to modify unacceptable behaviour. At The Clare School we aim to use sanctions, which are appropriate to the developmental age of the pupils and appropriate to their behaviour.

Sanctions should be used sparingly and appropriately in order to deter disruptive behaviour and provide clear boundaries regarding what is and is not acceptable behaviour.

A pupil requiring a number of sanctions should have this written on to their Individual Risk Management Plan, so it is clearly understood by all staff working with that pupil.

A pupil should not be given regular sanctions without beginning to monitor their behaviour, which might lead to an Individual Risk Management Plan.

## **Norfolk STEPS**

At The Clare School staff are trained in Norfolk STEPS. This is a programme designed to help staff to calm pupils and de-escalate difficult situations. It helps staff to understand how

experiences and feelings can impact on behaviour. It trains staff to hold children safely (positive handling) if it becomes necessary.

The school has one trained Norfolk STEPS tutor.

Please also see The Clare School Positive Handling Policy

### **Guidelines in developing an Individual Risk Management Plan**

- Monitor behaviour
- Record behaviour using a weekly plan and pupil incident form (See Appendix 1 and 2)
- Complete Roots and Fruits tree (See Appendix 3)
- Complete Individual Risk Management Calculator (See Appendix 4)
- From this information complete an Individual Risk Management Plan (See Appendix 5)
- Discuss with parents and explain any Norfolk STEPS techniques if any that will be used
- Ask parents to sign this.
- The plan will be reviewed yearly or earlier if required

The Norfolk STEPS tutor is available to help staff develop their plans.

Other agencies may be involved with the behaviour of a pupil such as The Star Fish Team and Star Fish Plus.

Plans can be discussed at Annual Reviews, Keyworker Meetings and Child in Need Meetings.

### **Recording behaviour information**

- In discussion with the Norfolk STEPS Tutor and the Headteacher it will be decided what needs to be recorded as a Pupil Incident Form.
- If a pupil has a Risk Management Plan there will be an expectation that there will be a large number of incidents and only those that are significant need to be recorded for example:
  - Harm to staff, other pupils or to themselves
  - Damage to property or their environment
  - Serious disruption to their class and a breakdown to the learning within the classroom

A weekly plan needs to be kept and here again a decision can be made about what needs to be recorded.

It can be very helpful to do an intensive recording of a pupil's behaviour. This means a member of staff records everything a child does for 30 minutes or an hour. This only needs to be done once or twice a year.

The Individual Risk Management Plan, Pupil Incident Form and weekly recording form provide valuable information on a pupil, which can be used particularly for the Audit in the Autumn Term and for other agencies, with permission from parents.

The STEP Tutor and Head will monitor the Pupil Incident Forms.

This policy links with following policies:

Positive Handling

Anti-Bullying

Attendance

Health and Safety including site security

Personal Care

Physical Contact

Administration of medication

PSHE

This policy has been written with reference to Behaviour and Discipline in schools Advice for Headteachers and school staff February 2016 and was reviewed in Autumn Term 2019. It is seen as a live document and will be reviewed Autumn 2020 at a minimum.

Signed .....  ..... Headteacher

Signed .....  ..... Deputy Headteacher

Appendix 1



Name: \_\_\_\_\_

Week: \_\_\_\_\_

Week	AM	Break	AM	Lunch	PM	Home Time
<b>Mo</b>						
<b>Tue</b>						
<b>Wed</b>						
<b>Thur</b>						
<b>Fri</b>						
<b>Comments</b>						

Behaviour Symbol Intervention

N – nipping A – absconding VI – verbal intervention

SC – scratching R – rocking in chair R - removal

S – shouting SP – spitting or similar O - other

KF – kicking footplates T – tube pulling PI – physical intervention

KO – kicking others R – refusing to do as asked TD – took direction

G – grabbing people/equipment D – driving at people/equipment W – withdrawal

Appendix 3

## Roots and Fruits

Behaviours

Feelings

Experiences



Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion	Conscious	Seriousness	Probability	Severity
	Evidenced	Sub-conscious	Of Harm	Of Harm	Risk Score
	O/E	C/S	A 1/2/3/4	B 1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					
Seriousness					
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage				
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage				
2	Foreseeable outcome is harm requiring first aid, distress or minor damage				
1	Foreseeable outcome is upset or disruption				



Appendix 5

Individual Risk Management Plan

Name	DOB	Date	Review Date
Photo	Potential triggers and risk reductions measures		
What we want to see		Strategies to maintain	
First signs that things are not going well		Strategies to support	
Where this behaviour leads next		Strategies needed	
What we are trying to avoid		Interventions necessary	

Signature of Plan Co-ordinator..... Date .....

Signature of Parent/Carer..... Date .....

Signature of Young Person.....Date.....

## **Pupil Incident Record Form**

**This form is to be used to record any pupil incident that has not required the use of physical intervention.**

<b>Pupil Name</b>	
<b>Date and Time of Incident</b>	
<b>Location of Incident</b>	

<b>Names of those involved</b>  (Staff, Students, Others)	
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**What triggered the incident? (What was happening before? What do you think triggered this behaviour? What de-escalation strategies were used?)**

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**Pupil Incident Record Form**

**Describe the incident (please use as much detail as possible)**

<b>Were there any injuries?</b>	<b>Yes    No    (Please record details of any injuries)</b>
<b>Was there any damage to property?</b>	<b>Yes    No    (Please record details of any damage)</b>

<b>Report completed by</b>		<b>Signed</b>	
<b>Date</b>		<b>Time</b>	

## Pupil Incident Record Form

**Admin use only:**

Have pupils been offered a debrief?	Yes    No    (Please record details of any debrief)
Have staff been offered a debrief?	Yes    No    (Please record details of any debrief)

Parents/Carers informed?	Yes    No	Date/Time? By Whom? How?	
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Report checked by Headteacher		Report checked by Deputy Head	
Date		Date	