

Bowden House School

1. Behaviour &

**2. Behaviour Management
Policy**

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Agreed: Summer Term 2020

Signed: _____
Wendy Phillips (Chair of Governors)

Dated: 30 June 2020

Review date: Summer Term 2021

Statement of intent

Bowden House School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school is committed to:

- promoting acceptable behaviour
- promoting self-esteem and positive relationships based on mutual respect
- praising and rewarding good behaviour
- challenging and responding to poor behaviour
- providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- encouraging positive relationships with parents/carers
- developing positive relationships with students
- promoting a culture of praise and encouragement in which all students can achieve.

1. Legal framework

1.1.1. This policy has due regard to all relevant legislation and statutory guidance including but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Education Act 2011
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- NMS (2015) for special, residential schools - Standard 12.1
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

1.1.2. This policy operates in conjunction with the following school policies:

- Code of Conduct
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding & the Protection of Children Policy
- Complaints Policy
- Searching, Screening and Confiscation Policy

Part One – Behaviour Policy

2. Roles and responsibilities

2.1. The Governing Body has overall responsibility for:

- the monitoring and implementation of this Behaviour & Behaviour Management Policy
- ensuring that this policy, as written, does not discriminate on any grounds, including but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation
- promoting a whole-school culture where calm, dignity and structure encompass every space and activity
- handling complaints regarding this policy, as outlined in the school's Complaints Policy.

2.2. The Headteacher is responsible for:

- establishing the standard of behaviour expected by students of our school
- determining a range of sanctions to address poor behaviour
- publishing this policy and making it available to staff, parents/carers with information for students included in the Student Handbook
- overseeing the whole-school approach to mental health, including how this is reflected in this Policy; how staff are supported with managing students with SEMH-related behavioural difficulties and how the school engages students and parents/carers with regards to the behaviour of students with SEMH difficulties
- coordinating with the SENCO and the Emotional & Well-being Team to provide a high standard of care to students who have SEMH-related difficulties that affect their behaviour
- advising on the deployment of the school's budget and other resources, such as SEND resources and the Pupil Premium & Pupil Premium Plus, to effectively meet the needs of students with SEMH-related behavioural difficulties
- providing professional guidance & support to colleagues about SEMH difficulties and the links with behaviour
- liaising with a range of professionals including Education Psychologists, health and social care professionals and other external agencies
- leading CPD on mental health and behaviour

2.3. Teaching staff are responsible for:

- setting high expectations for every student
- planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential

- being responsible and accountable for the progress and development of the students in their class

2.4. All members of staff are responsible for:

- promoting a supportive and high-quality learning environment and for modelling high levels of behaviour

3. Definitions

3.1. For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to a student or others or damage to property. Any illegal behaviour, includes but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Bullying** – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- possession of legal or illegal drugs, alcohol or tobacco
- possession of banned items
- theft
- swearing, racist remarks or threatening language
- fighting or aggression

3.2. “Challenging behaviour” includes:

- discriminative abuse
- verbal abuse
- bullying
- any behaviour that threatens the safety or presents a serious danger to others
- any behaviour that seriously inhibits the learning of other students

3.3. Well-managed classrooms are paramount to preventing disruptive and challenging behaviour. This school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems. These are as follows:

- classroom rules
- routines
- praise
- rewards

Classroom rules

- 3.4. teaching staff ensure that classroom rules are always clear, comprehensive and fair

Routines

- 3.5. teaching staff ensure that routine remains consistent to create a more productive and enjoyable environment whilst mindful that there will be unavoidable changes

Praise

- 3.6. the school recognises that praise is key to making students feel valued and ensuring that their work and efforts are celebrated

Rewards

- 3.7. the school understands that for rewards to be effective, the school recognises that they need to be:

- **immediate** – immediately rewarded following good behaviour
- **consistent** – consistently rewarded to maintain the behaviour
- **achievable** – keeping rewards achievable to maintain attention and motivation
- **fair** – making sure all students are rewarded fairly

- 3.8. the school uses three different categories of rewards – these are:

- **social** – praise and recognition, e.g. a positive phone call home
- **physical** – material rewards, e.g. tokens or stickers
- **activity** – activity-based rewards

Bowden House School has adopted a 'Rewards for Attitude' programme called 'E-praise' that aims to support students in developing an attitude to learning that promotes and develops an holistic set of attributes, all of which are designed to support their progress and personal development.

These attributes fall into 8 categories and are displayed in every classroom as reference for both teaching staff and students

Students can gain up to 8 points per lesson which are loaded onto the E praise system during the plenary of each lesson. It is the responsibility of the Lead Teacher to ensure there are opportunities for students to obtain all 8 points during a lesson. Points obtained are automatically accumulated on the system and students can actively see their daily, accumulated points during mentor time.

Bowden House Attitude to Learning



Listened to directions from my teacher without interrupting (**Listen**)



Clear effort in presentation of work/kit (**Presentation**)



Shown focus when completing my work avoiding distractions (**Focus**)



Contributed during lesson by acting on any feedback given (**Feedback**)



Tried hard, even when things became more difficult (**Resilience**)



Not used foul or inappropriate language (**Polite**)



Responded to other students appropriately (**Kind**)



Made progress towards my learning outcome (**Progress**)

We not Me points

Bowden House School has also adopted a strategy to help promote collaboration and community support, 'We not Me' became our school motto in 2019.

Consequently students are encouraged to earn We not Me points both during lessons and at any point during the school's 24 hour curriculum. The system works via a process called **L.E.T.S**:



During lesson time students can earn up to two We not Me points for any of the above supportive processes taking place. In care time, students can earn up to two We not Me points per evening for similar behaviours. Students spend their We not Me points every Friday with their mentor by selecting a charity from a specified list on E praise, These points are converted to money and this is donated to the charity at the end of the year.

We not Me points are also recorded on BehaviourWatch in the form of a positive comment. These comments are read out in a weekly assembly as a form of praise and continued support of the We not Me message.

Other ways for students to earn points during curriculum time include:

Mastered Sticker: Students earn mastered stickers by completing a success indicator (SI) three times during a lesson. If they earn a sticker during a lesson, they obtain 1 E praise point.

Superstar Sticker: When students earn a particular percentage of a certain Stage not Age level, they earn a 'superstar' from the subject. If they earn a superstar sticker during a lesson, they obtain 50 E praise points

Health Champion: If students make responsible health choices during their time across education and care time, they can be awarded health champion points. Each health champion award is worth 1 E praise point

Extra-Curricular Activity: If students take part in various extra-curricular activities, they can earn attitude to learning points for their efforts. Each extra-curricular activity can earn a student up to 8 E praise points.

Time - Table Bonus: If students keep their timetable each day and hand it back to their mentor without loss, they can earn E praise points. Each - Time table bonus is worth 10 E praise points.

Star of the Week: At the end of every week, Lead Teachers will award a Star of the Week Certificate and these students will gain an additional 50 E praise points for that week. At the end of every half term the Star of the Week data will be filtered and every student who has received the award will be sent a letter of commendation. The letter will cite how many Star of the Week Certificates have been awarded, as well as the subject areas in which they have been given. This is recorded on BehaviourWatch.

Spending points. Students can spend their E praise points on various items in the E praise shop online. Students can convert their points for items online or they can buy experiences that they share with their mentor.

Book of Achievement

Students will be recognised for exceptional achievement in all areas of school life including sports, expressive arts and academic subjects. This achievement will come in the form of an entry in the Book of Achievement and the student will earn an additional 100 E praise points. This is recorded on BehaviourWatch.

Reward Trips

The students with the highest value of learning credits at the end of each term will have the first choice of a drop - down Wednesday reward trip which will only take place 3 times a year.

Group care time points

During care time, students are encouraged to collaborate with each other and work together. Points are awarded each evening by care staff on a collective team basis and this is entered on BehaviourWatch each evening. Students are rewarded for their collaborative efforts both weekly and in the form of a house trophy at the end of each term in a celebration assembly. House points are provided as follows:

<u>House Points System</u>	
1000 – outstanding feedback	100 – some green, some red
500 - all green feedback	50 – no green, some red
200 - mostly green feedback, no red feedback	0 – no green, mostly red
150 – some green, no red	

E praise points accumulation

When students accumulate any points across education and care, they also count towards house points and tutor group totals. Celebration assemblies aim to reward both houses and tutor groups for their collective efforts. Trophies are awarded for both.

Part 2 – Behaviour Management Policy

4. Positive relationships & Understanding Behaviour

Positive teacher-student relationships are key to combatting challenging behaviour. Bowden House School focusses heavily on forming these relationships to allow all staff to understand the students and create a strong foundation from which behavioural change can take place.

4.1 All staff apply strategies to establish positive relationships with their students – these may include:

- welcoming students as they enter the classroom
- ensuring students understand what is expected of them
- creating a positive environment where every student feels comfortable and respected
- showing an interest in each student's interests, talents, goals, likes and dislikes and their family.
- engaging with students during lunchtime and breaktime
- focussing on using positive language when interacting with students to guide them towards positive outcomes rather than highlighting their mistakes.

Bowden House School strives to build self-esteem and increase the awareness of its students to the needs of others. Abusive, racist or sexist comments are unacceptable and will be challenged. The school believes that all those who live, learn and work in the school have a responsibility to treat others as they would wish to be treated and the staff will work in an anti-discriminatory manner to achieve this.

5. De-escalation strategies including physical interventions

5.1. Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- **communication/verbal advice and support.** Early intervention needs to be assertive but non-confrontational. If students are spoken to in the mode of 'critical parent', a negative response is likely. Awareness of tone of voice, body posture and eye contact is important as communication needs to be non-threatening, calm and assured. Staff should attend to a student when they are showing signs of agitation/distress/anger and support/advise them according to the situation

- **affection** - for the angry student whose behaviour is rooted in their insecurity as it is important that they feel accepted and respected as individuals. **Reject the behaviour not the person** by showing that you care despite the difficulties
- **distraction/redirection** – is the action of diverting the student’s attention from a potentially inflammatory situation to something in which he has an interest
- **reassurance** – is about supporting, comforting and encouraging a student in a situation in which they might be feeling helpless, vulnerable, possibly defenceless and exposed to a risky environment
- **planned ignoring** – at times, highly provocative and attention seeking behaviour can be ignored to good effect. The skill is knowing when to ignore and when to intervene. Good practice is based upon Risk Assessment
- **time out** – this is to allow a student ‘space’ on their own; to move to a different environment with time to calm down and consider their actions. The student is more likely to calm down without the attention of an audience
- **withdrawal** – which involves removing the student from the situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This could be in a Quiet Room; with the Headteacher/Deputy Headteacher/Head of Student Welfare
- **humour** – possibly the most effective and most commonly used strategy. Although self-explanatory, staff should make sure the humour is used in the right context for the particular student
- **calm talking stance** – staff should endeavour to maintain a calm, confident and objective approach in conflict situations
- **negotiation/being objective** – the ability to listen and talk to students and come to an agreement by setting limits and offering options. This will allow a ‘back door exit’ from the situation that will help keep their pride and dignity in tact as well as that of the staff member(s) involved
- **transfer adult** – if there is an incident where the adult present is seen to be aggravating the situation, it should be assessed as to whether moving the adult out of sight might defuse the situation. This should be done, if possible, leaving enough staff to control the situation
- **success reminder** – remind the student of a previous occasion when they successfully managed a volatile situation of a similar nature. If they are feeling particularly low, look to remind them of something they did in the past that made them happy/proud/feel good
- **support through daily routine** – a bored student is more likely to present with negative behaviours and therefore a strong daily routine of active engagement in the classroom and in social times, reduces their need to act out inappropriate behaviours
- **physical intervention** – is an approved management strategy but should be used as a last resort when all of the above strategies have been exhausted.

The aim of the staff of Bowden House School is to provide an environment that is safe and secure and through a ‘whole school approach’ to behaviour, be able to minimise the need for Positive Handling. However, any situation that threatens the safety of the student, his peers, the staff team or the fabric of the school, will be responded to in a method that is appropriate, reasonable and proportionate. The aim is to limit the damage to those concerned and enable

the student to recognise the possible need for reasonable force and how he will be supported in acknowledging his anger; how this affects others and the strategies that will be put in place to help him manage his negative behaviour.

5.2 The 'Use of Reasonable Force 4/2012' Guidance is aimed at Governing Bodies, Headteachers and staff in all schools. The Key Points are as follows:

- school staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action
- suspension should not be an automatic response when a member of staff has been accused of using excessive force
- senior school leaders should support their staff when they use this power.

When can reasonable force be used?

- to prevent students from hurting themselves or others and from damaging property when all other strategies have been used
- to enable staff members to use their professional judgment when deciding whether or not to physically intervene whilst taking account of individual circumstances

Schools can use reasonable force to:

- remove a disruptive student from the classroom or an activity outside of the school day, where they have refused to follow an instruction
- prevent a student behaving in a way that disrupts a school event; a school trip or visit
- prevent a student leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a student from attacking a member of staff or another student or to stop a fight
- restrain a student at risk of harming themselves.

The purpose of Permissible Forms of Restraint is:

- to restrain the student who has lost his self-control and hold him until anger passes and self-control is regained
- to alleviate the significant risk that students are exposing themselves and/or others to by being 'out of control'
- to demonstrate to the student that adults are able to support and manage what appears to be uncontrollable anger using the minimum amount of force necessary to contain the situation.

5.3 Physical Interventions

If a situation develops that requires physical intervention and where the adult(s) need to assume control, staff should be aware of their surroundings and ensure that they do not apply an escort or method of reasonable force where there is limited space, e.g., on the stairs or where they expose themselves or the student to unnecessary risk of injury due to the environment.

The staff of Bowden House School are trained in the Team Teach method of Positive Handling which aims to 'promote the least intrusive positive handling strategy and continuum of graded and gradual techniques with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before Positive Handling strategies are utilised' (Team-Teach aims and course objectives). Details are given below of the escorts and interventions that can be applied when all other methods of Behaviour Management have

been exhausted. The staff team is aware that any reasonable force is only to be as a last resort after all other trained avenues have been used. On-going training for all staff includes an annual refresher course for basic Team Teach/Positive Handling; an annual refresher course in Advanced Team Teach/Positive Handling and half-termly review sessions for both the Teaching and Care staff teams with the Team Teach Instructor. These review sessions provide the opportunity for staff to reflect on incidents that they have been involved in and to explore other strategies that might have been more effective.

All situations should initially be managed by staff with the minimum degree of reasonable force, whenever possible. There will be occasions when gentle guidance/removal from a situation is all that is needed. Application of the Caring Cs is an unobtrusive method where the staff member(s) have 'open palms' placed on either side and above the student's elbow with their body sideways onto the student. This guide is not a hold or a restraint as the student can move away freely, if they wish.

Single Elbow Hold – this is a more determining/supportive escort aimed at removing a student from an area or situation to avoid further escalation or involvement. This is carried out by two members of staff

Double Elbow Hold – this can involve one or two members of staff (one each on either side) to add greater purpose in removing a student from an area or situation. This hold would be applied if it were considered that the Single Elbow Hold would be ineffective or pose a risk to the student or others in the vicinity. This hold should NOT be applied in a seated position.

Staff are taught that they can de-escalate a situation by moving down from a higher level escort to a lower level, prior to releasing a student

The Wrap – This hold is a medium level strategy and staff undertaking this hold should be aware of the height of the student as there is the risk of being head butted. Therefore this hold should only be carried out on students lower than head height. This is a single person hold which should be carried out in front of a witness, whenever possible.

This hold can allow a student to be taken to a chair if his behaviour escalates or he attempts to kick back on the staff member's shins

The Shield – this is a more robust single person strategy, useful for moving a student over a relatively short space. As in any single person move, where possible, carry out in front of a witness.

Front Ground Recovery – **to be used only as a last resort.** if the above strategies prove ineffective or the situation suggests that a student could cause serious harm to himself, others or is causing/likely to cause significant damage to property, those staff who have been trained to the advanced level of Team Teach can apply this level of restraint. There should be a minimum number of 3 staff holding the student with a further member of staff acting as observer who will check and respond to any distress; difficulties with breathing, placing a hand on the top of the shoulder to reassure the student that efforts will be made to release from this position at the earliest opportunity. After the incident the student will be checked by a suitably qualified member of staff, where possible, independent of the incident.

The DoH/DfE RPI (Risk Assessment) clearly defines the risks involved in applying 'restrictive physical intervention' and the staff through Team-Teach training, are skilled in taking the appropriate steps to minimise the risks of injury, pain or distress to both staff and students in line with the Guidance.

Standard 12.5 requires that 'All children and staff are given an opportunity to discuss with a relevant adult (who was not directly involved) within 24 hours, incidents of restraint including reasonable force, they have been involved in, witnessed or been affected by'. The school 'regularly reviews any instances of the use of reasonable force and examines trends or issues to enable staff to reflect and learn in a way that will inform future practice'. (National Minimum Standards 2015)

5.4 The Headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- knives
- weapons
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any articles that have been used, or could be used, to commit an offence or harm

[\(see also the school's Searching, Screening & Confiscation Policy\)](#)

All staff should record any incident requiring physical restraint on BehaviourWatch under: Positive Handling

Information should include all those involved; the date/time and if more than one member of staff was involved, their individual account should be recorded to give a full picture of the situation.

Police involvement may be required if there is a particularly violent incident that cannot be contained by the staff; if a student or member of staff is assaulted or significant damage is caused to the school/residential accommodation as a result of the incident. In these situations, staff/students can exercise their right to press charges upon the student concerned and the school has a duty of care to support them in their decision. The parents/carers, Social Workers/Guardians, etc must be informed if any student is arrested by the Police.

Students and staff need to be protected from any form of physical violence and the school believes that it is important that both staff and students recognise that most behaviours have consequences.

6. Sanctions

6.1 Whenever there is a need for a consequence to any given situation either within the school setting or beyond the school gate, it is vital that the sanction is:

- understandable to the individual concerned
- directly related to the incident
- individualised – there should not be a prescribed tariff of offences and sanctions
- as close to the episode as possible
- seen to be fair.

Examples of acceptable sanctions include:

- the temporary restriction or withdrawal of privileges such as leisure activities
- loss of points
- make-up time
- close supervision at break times
- IT, vehicle, sports equipment ban
- internal exclusion
- fixed term exclusion
- permanent exclusion

No consequences should involve or lead to, the humiliation of a student and staff should ensure that he is able to retrieve his dignity and self-respect after the imposition of any sanctions.

Whenever a sanction has been applied, it is important that it is discussed fully with and is, as far as possible, understood by the student. Details of the incident and the sanction should be recorded on BehaviourWatch.

7. Monitoring and Review

This policy will be reviewed by the Senior Leadership Team and the school's Governing Body on an annual basis. They will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and posted onto the school's website

The next scheduled review date for this policy is **June 2021**.

Behaviour Contract

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Student name: _____ Date: _____

My goals









What I can do if I am having a difficult time

1. _____

2. _____



When I am having a difficult time, you can help me by:

1. _____

2. _____



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:





Behavioural Management Observations Review Form

Name of student		Year group:	
Name of key worker:		Date:	

Do there appear to be any patterns triggering the student's behaviour?

--

Are our existing management systems effective?

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What achievable targets could we implement for the student to work towards?

--

What are the student's strengths?

--

What effective strategies could we implement to help the student achieve their targets?

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Additional comments

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