



Behaviour Management and Risk Reduction Policy

Author	Written / Reviewed	Passed by Governors	Next Review
N. Toplass	Oct 2017	Oct 2017	Autumn 2018

1. Introduction

The schools Behaviour Policy must comply with section 89 of the Education and Inspections Act 2006. This requires that it promotes, among pupils, self-discipline and proper regard for authority.

The policy intends to provide a practice framework which encourages good behaviour and respect for others on the part of pupils and staff, in particular, preventing all forms of bullying among pupils.

The schools Behaviour Policy must comply with section 89 of the Education and Inspections Act 2006. This requires that it promotes, among pupils, self-discipline and proper regard for authority.

The policy focus is on encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils. It is committed to securing an acceptable standard of behaviour that ensures pupils complete any tasks reasonably assigned to them in connection with their education and at all times conduct themselves appropriately.

The policy will be reviewed annually and its content will be shared with pupils, parents/carers and all persons who work at the school, including volunteers.

At Shenstone Lodge School, we work towards providing an environment that encourages positive changes in behaviour, enabling pupils to learn more effectively.

2. Our school vision is:

Shenstone Lodge School will be an outstanding school and the best in the West Midlands, providing quality education and care for young people who have Social Emotional and Mental Health Needs.

Our young people will have the opportunity to develop their potential and to experience an exciting, personalised, innovative and relevant curriculum.

The school team will achieve this by:

- Enabling the young people to acquire knowledge and skills relevant to adult life and employment in a fast changing world
- Enabling our young people to be literate, numerate and to use technology effectively
- Promoting British Values, respect for other people, the school and the wider community
- Motivating our young people to be proud, ambitious and to achieve
- Working effectively with parents, carers and other stakeholders

3. Aims

At Shenstone Lodge School, we work towards the vision by providing an environment that encourages positive changes in behaviour, enabling pupils to learn more effectively. We aim to ensure:

- Teachers and staff provide high quality education and support which is well matched to pupils needs
- School staff are pro active in the management of behaviour and act to reduce potential risks using a wide range of strategies
- School staff actively encourage respect for other people, the school and oneself
- Students are helped to take responsibility for their own behaviour and work to ensure that the school is a safe and happy place for everyone
- Students attend school regularly, on time and wear appropriate school uniform

The School supports and educates students who can exhibit challenging behaviour as its principal function. At all levels, we consider the management of pupils whose primary need is social and emotional and mental health difficulties.

4. School Environment

The environment, curriculum and staff structure are under continual review so that we are able to provide a wide range of graded responses to difficulties and to prevent, as far as possible, the escalation of dangerous behaviours and the use of physical interventions.

Although the management of student behaviour is the responsibility of all members of staff the school has Behaviour Support Teams who have a specific focus on behaviour within their overall responsibilities.

All teaching and support staff receive Team Teach training at the earliest opportunity as part of their induction. Team Teach is a Nationally accredited behaviour management and physical intervention strategy. Shenstone Lodge School has Advanced Level Trainers across both sites so we remain up to date with best practice.

Pupils benefit from small class sizes, carefully differentiated work, additional pastoral support systems and good quality teaching and resources. There is a strong emphasis on the use of positive language, modelling and encouragement to build pupils self-esteem and relationships with classroom and other school adults.

The school environment is kept tidy, well maintained and bright, with displays that promote positive engagement from pupils and value their achievements.

The management of risk is the responsibility of all staff members. It will be expected that staff act to de-escalate a situation as far as possible and to use strategies that will make circumstances safer. Staff will make a 'dynamic risk assessments' and act with the students best interests at the centre of their decision making process.

It should be recognised that there is not always an easy way to manage Students who present challenging behaviour. The circumstances and context will make a difference to how staff members respond to a situation.

All students will have a written risk assessment which outlines their general presentation and suggests control measures which staff could use to support them if required.

To support and promote the positive ethos and culture within Shenstone Lodge each school operates a token economy, which encourages and rewards students who make positive behaviour choices.

The sites continually monitor the effectiveness of their economies and use student feedback at group and individual level to secure relevance.

The specific systems are referred to in Appendix A and C

5. Other Behaviour Supports

Pupils can have a specific behaviour management plan if the range of behaviours need to be addressed specifically. These plans consider in depth the behaviour traits of the pupils, and look at ways in which they can be more effectively supported by staff and themselves.

The plans are made available to all staff so there is a measure of consistency in our approach.

In addition to the above, Shenstone Lodge School site is piloting the 'Behaviour Recovery' behaviour management strategy. To provide additional structure and consistency in approach to the management of the students. Appendix B

Residential students follow the same management structures as day pupils to support consistency across the school.

6. Sanctions

Inevitably, the focus on positive regard can sometimes break down. As a result, sanctions need to be put into place to deter pupils from further misbehaviours, and to offer some opportunity for pupils to be aware that poor behaviour has a consequence.

It is our intention that sanctions are proportionate and reasonable and take into account any Health and Safety concerns.

Sanctions may take the form of:

- Low points scores.
- Loss of 'personal time' such as 'break' or 'free time'.
- Loss of privileges, such as the use of certain equipment during breaks.
- Time out, away from the group.
- Spoken to by a member of the Senior Team.
- Internal exclusions, pupils remain in school and complete work away from their class group. The school will attempt to inform parents/ carers of this course of action.
- Detention... with the permission of the parent/carer the pupil will remain in school at the end of the day to complete work as appropriate
- Telephone call to parent/carer.

In some circumstances, following a Health and Safety assessment/ dynamic risk assessment, certain activities may be untenable, e.g. swimming, after school club or off- site events.

In the event of behaviours or actions being so extreme that the above sanctions are not deemed appropriate or sufficiently proportionate, it may be necessary to exclude pupils on either a fixed term or permanent basis. These circumstances will be addressed on an individual basis by senior staff members.

Examples of behaviours that could be considered for exclusion would include:

- Continued high level aggressive, threatening and disruptive behaviour
- Serious assault of a staff member
- Serious assault of another pupil
- Serious damage to school property
- Bringing weapons in to school with the intention of violent use
- Bringing inappropriate substances into school with the intention to use or supply
- Arriving at school in an intoxicated state
- Unfounded malicious allegations toward staff or pupils
- Long term persistent bullying
- Refusal to address/remove inappropriate gang related adornments or hairstyles

7. Physical Interventions

Sometimes a pupil needs to be held. This may happen if a student is about to hurt someone, hurt themselves, damage property or is engaged in behaviour prejudicial to the maintenance of good order and running of the school. It is expected that any physical intervention will be used to reduce potential and actual risks, based on a dynamic risk assessment made by the attending/ present staff. Intervention should be reasonable, proportionate and will be in the best interest of the child. It will be reported, recorded and reviewed.

Staff are trained to use 'Team Teach' techniques as the preferred behaviour management and physical intervention strategy. The following statement reflects the working realities and likely consequences when individuals are involved in an incident involving use of force.

"Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe". (George Matthews, Team-Teach Director)

All physical incidents should be recorded on Behaviour Watch within a 24 hour period by whomever led the intervention, this should be decided at the time and will be rigorously monitored throughout the year by SMT as a regular agenda item.

8. Power to Search Pupils Without Consent

In addition to the general power to use reasonable force described above, Heads of School and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items"³

:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

Additional information can be found at the link below.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching_screening_confiscation_advice_Reviewed_July_2015.pdf

9. Use of 'Behaviour Recovery Room'

It is notable that some students will refer themselves to this room to 'sit quietly' and self manage their behaviour.

On occasions, staff will refer a student to use the 'Behaviour Recovery Room' to reduce presented and potential risks. This is classed as a physical intervention and as such is subject to the reporting and recording protocols of other interventions such as holds and restraints. It is not to be used as a sanction or punishment.

The use of the room should be planned wherever possible, i.e. if it is to be used with a particular pupil; this strategy should be included in their 'Behaviour or Intervention Plan' and shared with staff and parents/carers.

Pupils may be prevented from leaving this room by staff holding the door shut or locking it in an emergency (if this reduces the risks presented (as assessed by the staff attending)). The sole purpose of this high level emergency response is to keep all concerned as safe as possible, until the student is calm enough to be engaged safely. They will be supervised by an adult at all times to ensure safety.

(See Physical Intervention Policy).

We aim to inform parents, either verbally, or by letter, when their child has been held.

Useful guidance Documents regarding the Use of Reasonable Force

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools -
_A_guide_for_headteachers_and_School_Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

10. Incident Report Forms

Incidents requiring a physical intervention are documented, for the protection of all concerned. Details are entered into a secure computer database which facilitates monitoring, evaluation and to inform Senior Management action as necessary. Reports should be submitted within 24 hours of the incident.

11. Staff Responsibilities

All staff are responsible for modelling and promoting appropriate behaviour throughout the school. It is important that staff 'follow up' rewards and sanctions effectively.

Staff are also responsible for challenging inappropriate pupil behaviour, either directly or through engaging additional support.

Choosing not to address poor behaviour (if it is not part of the planned strategy), staff are colluding with the pupil, which undermines other pupils, colleagues and the school ethos.

Staff will do their best to be consistent and fair in their approach to managing pupil behaviour. However, this needs to be kept in the context that all pupils are individuals and may have specific circumstances or needs, which determine other courses of action.

If it is felt that pupil behaviour is not being effectively managed or supported, it is essential that individuals communicate this quickly to attract support from colleagues. Staff are aware this is a sign of professional strength and not weakness. Issues will be passed onto the Senior Team and the Head of School.

12. Working with Parents/Carers

Shenstone Lodge promotes working with parents and carers. With regard to behaviour, we know that we are more likely to succeed if parents and carers are supporting the school.

Shenstone Lodge School behaviour management systems underpin all of our everyday work. Every pupil is an individual and as such may have particular circumstances and needs that require us to respond to them differently. Each school prides itself on being able to offer this flexibility to support to its pupils.

APPENDIX A

SLS Token Economy

Rewards and sanctions are a fundamental component of the smooth running of our school. As we move forward we have taken the decision to remove the old system of allocating or awarding set numbers of house points per session in favour of Dojos (house points) being awarded on an on-going basis throughout the day, including breaks and lunchtimes.

Each child has been allocated two Class Dojos – one for recording positives and one for recording 'needs work', (unless they are a resident, see notes).

CLASS DOJO – REWARDS

At the end of each day a certificate is awarded by class staff to the child with the most positive Dojos.

The Well Being Support Team (WST) will collate daily Dojo totals and calculate over a week and half termly period (Wednesday to Wednesday).

Top 8 children to go on the reward trip on a Wednesday, following an announcement during the Wednesday afternoon assembly. 2 children who are most improved (this is to be decided by WST who will have the information from the Dojo Totals – those children who have more Dojos).

A half termly reward trip to a more exciting location will be offered to the top 8 children and the 2 most improved, as previously.

WST to lead the Wednesday assembly, which will take place in the dining room. Year 7 children to be seated on chairs, as a privilege with the rest of the children seated in class rows on the floor, however if Year 7 pupils behave inappropriately then this privilege will be removed.

Food items are not to be used as rewards or sanctions in any guise.

Children in residence will have an additional 2 Dojos (4 in total), one of which will be used during the day and the other during their residential stay.

APPENDIX B

Behaviour Recovery Approach

Introduction

Being emotionally competent, self-aware and resilient are keys to successful work with children. Most crises (a turning point that can lead to a better or worse situation) can be prevented if we build therapeutic relationships, establish routines and activities that meet children's basic needs. However, as or when crisis occurs this should be viewed as an entry point for learning and development. New behaviours may not work the first time but with support guidance and encouragement the young person will develop better coping skills.

Consideration should be given to all the following areas when using the behavior recovery approach

Teaching and Learning Space

- Authoritative leadership
- Curriculum or activity to suit needs.
- Communication - Tone of voice, non verbal communication, clear and concise language, appreciation of receptive, expressive, vocab, ASD (linear), emotional literacy etc, use of Makaton signs and symbols.
- Visual-School rules, rewards (class dojo), weekly trips and half termly trip (ref to rewards and sanctions guidance),
- On task strategies-Planned differentiation, planned contingency activities, additional challenge.
- Low key intervention strategies-Distraction, directive statements, boundary setting (ask child to sit out, within the classroom for a short period of time).

Bottom Line (Considered as serious incidents and need to be recorded on behaviour watch)

- Physically harming others,
- Serious damage to the environment,
- Leaving site,
- Significant public sexualised language and/or behaviours
- Persistent non-compliance

Parking Plan (Not recorded on behaviour watch)

- Should be linked with pupil's one page profile.
- Directed or self-referred to a table/booth directly outside the classroom/cottage or other pre-agreed area.
- Managed by class staff/lead adult. Negative class dojo to be issued (monitored by WST, WST not required to intervene at this stage).
- Reparation to be organised by teacher/lead adult as per need.

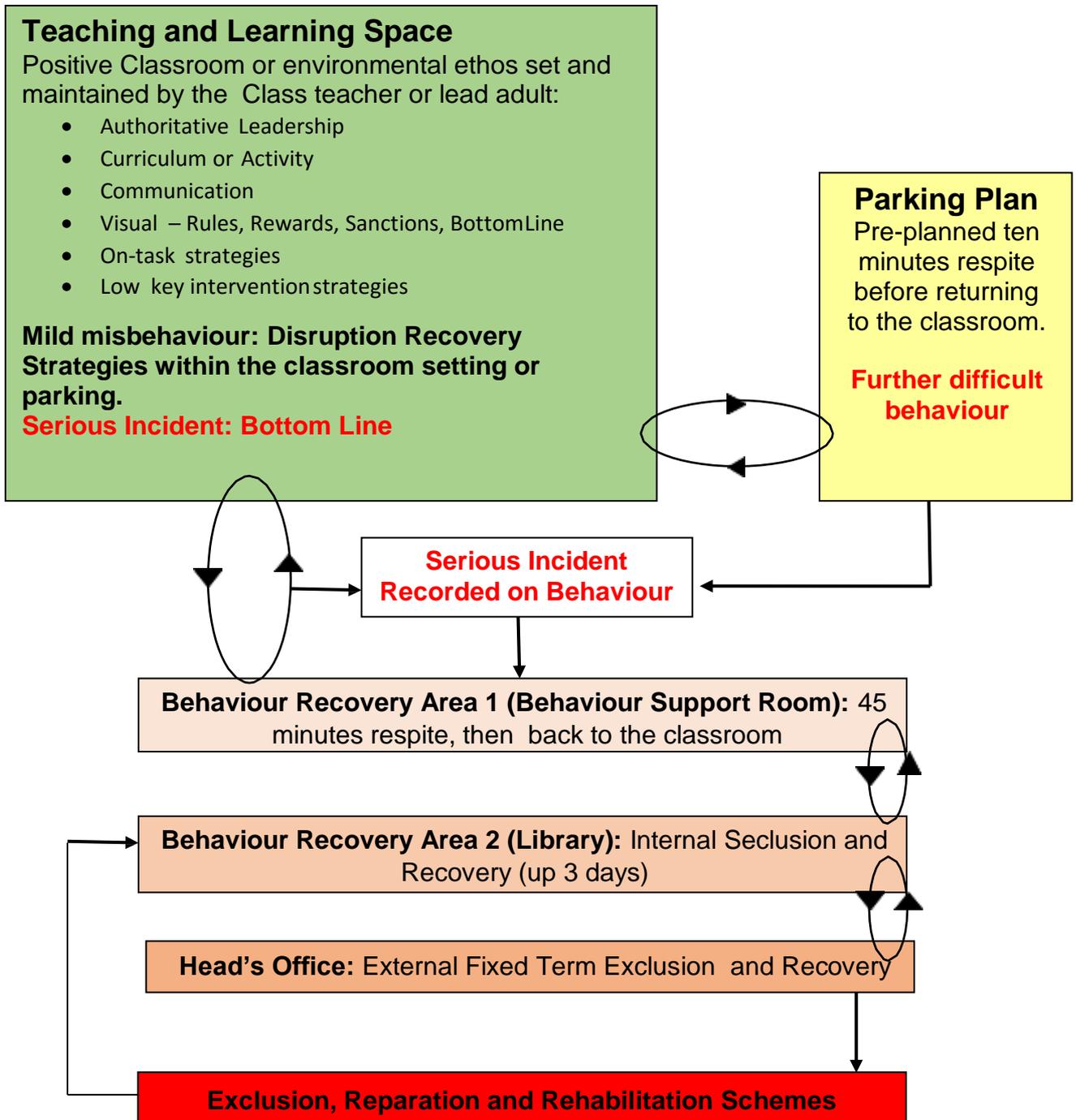
Behaviour Recovery Area (1) Well Being Support Room (To be recorded on behaviour watch)

- specific programme may be followed. WST may design individualised programmes in consultation with class and house staff. SMT to support process.
- Adaptations and changes to one page profile may be required.
- Weekly reporting on use of well being support room for each child reviewed on a weekly basis at staff meetings. Learning process assessment to be used as a framework for this review.
- Proactive intervention to be designed and implemented as necessary (Planned time with key adult, academic interventions, play therapy, time/community service, medical, safeguarding).
- Reparation to be organised by WST as per need.

Behaviour Recovery Area (2) Internal Seclusion. Library. (To be recorded on behaviour watch)

- Work packs to be provided by class staff if appropriate.
- To be managed by WST.
- Reparation to be organised by WST as per need.

Behaviour Recovery Model Diagram



Appendix C

The Brades Lodge Site Token Economy

The Brades Reward System is based on points achieved through engagement in lessons. Additional points, (5 per day) can be achieved by following school rules. For example, wearing correct uniform and handing in mobile phones.

Students are set a daily points target, if this is achieved they have a reward time of 20 minutes at the end of that day. Students will need to achieve at least 4 out of 5 daily targets to achieve the Friday reward. To achieve the 2nd tier reward, they must achieve 2 out of 3 weekly rewards. To achieve the big reward they must achieve at least 1 out of the 2 2nd tier rewards. The degree of reward will vary at each tier.

Alongside this students also set themselves a personal daily target in order to earn a free movie afternoon within school.