



BEHAVIOUR MANAGEMENT POLICY

1. Introduction

This Document incorporates:

- Hartmore School's Behaviour Management Policies
- A statement of intent for staff
- A reminder of what the school is trying to achieve
- A working document that contains important information about behaviour management in the school
- The philosophical and theoretical framework for behaviour management
- Guidelines for staff
- Support for new teachers, NQTs, other staff and the school as a whole
- A common approach within the school and promotes consistency

2. Rationale

- Outstanding progress can only be achieved when behaviour management is good.
- Effective behaviour management can only be achieved by successfully addressing a number of essential and interrelated factors.
- Good order has to be worked for it does not simply happen.
- Having high expectations is the starting point for excellent behaviour
- Consistency is essential to good behaviour management.

3. Aims

To ensure all staff

- Give consideration to the factors that ensure effective behaviour management.
- Help create of a safe working environment for pupils.
- Promote the attitudes and values pupils will need to live happy successful lives
- Promote highest standards of behaviour and discipline
- Apply a consistent approach to behaviour management in the school
- Create a positive and orderly ethos where teaching and learning can take place.
- Understand the roles and responsibilities for all staff in the school
- Enjoy positive relationships between staff and pupils.
- Are supported effective systems and practice

4. Staff Guidelines

- All staff need to make themselves aware of the content of this policy
- All staff need to adhere to and support this policy with their day to day practice
- All staff will need to deal with any unacceptable behaviour they witness following the guidance in this policy. (For both rewards and sanctions)
- Staff should always follow up any incidents of unacceptable behaviour even if they unable to do so at the time.
- Staff should take every opportunity to recognise positive behaviour and encourage more of the same.
- Have high expectations of pupils. Do not make too many allowances because of a pupils 'special needs'

- Pupils are sensitive to teachers expectations they will quickly work out where they can 'get try it on' or 'get away with it' ... and where they cannot
- It is the certainty of the follow up and not the severity that has an impact. Pupils need to know they will not 'get away with it' and that you will 'catch up with them eventually'
- If you do not follow up negative behaviours, you invite more of the same
- The motivation for pupils to behave is very closely linked to the teacher's expectations that they will behave
- Teachers should be constantly motivating pupils to raise the standards of behaviour not simply reinforcing or accepting the existing standard

5. Avoiding Conflict

It is much better for a member of staff to avoid incidents where pupils display challenging behaviour, than to have to deal with them. Therefore we have adopted a **PACE** approach to have conversation and avoiding challenging behaviour:

6. What is PACE?

Playfulness - Acceptance – Curiosity - Empathy

PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how parents connect with their very young infants. As with young toddlers, with safety the child can begin to explore. With PACE, the troubled child can start to look at himself and let others start to see him, or get closer emotionally. He can start to trust.

Playfulness

This is about creating an atmosphere of lightness and interest when you communicate. It means learning how to use a light tone with your voice, like you might use when storytelling, rather than an irritated or lecturing tone. It's about having fun, and expressing a sense of joy.

It is similar to parent-infant interactions when both parent and infant are delighting in being with each other and getting to know each other. Both are feeling safe and relaxed. Neither feels judged nor criticised. Playful moments reassure both that their conflicts and separations are temporary and will never harm the strength of their relationship.

Having a playful stance isn't about being funny all the time or making jokes when a child is sad. It's about helping children be more open to and experience what is positive in their life, one step at a time. Sometimes a troubled child has given up on the idea of having good times and doesn't want to experience and share fun or enjoyment. Some children don't like affection or reject hugs. A playful stance can allow closeness but without the scary parts.

When children find it hard to regulate their feelings, anger can become rage, fear, terror, and sadness, despair. If this is the case, then children may also find it hard to regulate feelings of excitement, joy and love. Feeling these emotions can sometimes turn to anxiety.

Playfulness allows children to cope with positive feelings. It also gives hope. If you can help the child discover his own emerging sense of humour, this can help him wonder a little more about his life and how come he behaves in the ways that he does. When children laugh and giggle, they become less defensive or withdrawn and more reflective.

A playful stance adds elements of fun and enjoyment in day-to-day life and can also diffuse a difficult or tense situation. The child is less likely to respond with anger and defensiveness when the parent has a touch of playfulness in his or her discipline. While such a response would not be appropriate at the time of major misbehaviour, when applied to minor behaviours, playfulness can help keep it all in perspective.

Acceptance

Unconditional acceptance is at the core of the child's sense of safety. Acceptance is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. It is about accepting, without judgment or evaluation, her inner life. The child's inner life simply is; it is not right or wrong.

Accepting the child's intentions does not imply accepting behaviour, which may be hurtful or harmful to another person or to self. The parent may be very firm in limiting behaviour while at the same time accepting the motives for the behaviour.

One hopes that the child learns that while behaviour may be criticised and limited, this is not the same as criticising the child's self. The child then becomes more confident that conflict and discipline involves behaviour, not the relationship with parents nor her self-worth.

Curiosity is the foundation of acceptance of whatever underlies the behaviour. Making sense of how the child has learnt to behave in certain ways can help with acceptance.

Curiosity

Curiosity, without judgment, is how we help children become aware of their inner life, reflect upon the reasons for their behaviour, and then communicate it to their parents or therapist. Curiosity is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand.

Children often know that their behaviour was not appropriate. They often do not know why they did it or are reluctant to tell adults why.

With curiosity the adults are conveying their intention to simply understand why and to help the child with understanding. The adult's intentions are to truly understand and help the child, not to lecture or convey that the child's inner life is wrong in some way.

Curiosity involves a quiet, accepting tone that conveys a simple desire to understand the child: "What do you think was going on? What do you think that was about?" or "I wonder what...?" You say this without anticipating an answer or response from a child. This is different from asking the child, "Why did you do that?" with the expectation of a reply. It is not interpretation or fact gathering. It's just about getting to know the child and letting her know that.

Curiosity must be communicated without annoyance about the behaviour. Being curious can, for example, include an attitude of being sad rather than angry when the child makes a mistake. A light curious tone and stance can get through to a child in a way that anger cannot.

You might make guesses about what a child may be thinking and feeling, saying this aloud, and keeping it connected to the present. It can be about having a conversation, almost with yourself, with the child in the room, without anticipating a response.

If an adult can stay curious about why their child is behaving as they are, the child and adult are less likely to feel cross or frustrated. As curiosity is non-judgemental, this can help the child to be open to how she, and other people, are thinking and feeling. Curiosity lets the child stay open and engaged in conversations.

Children then start to reflect upon their own inner life with their parent and therapist and start to understand themselves. As the understanding deepens, the child can discover that her behaviour does not reflect something bad inside her, but rather a thought, feeling, perception, or motive that was stressful, frightening, or confusing and could only be expressed through her behaviour. As the child communicates this to the adults, the need for the behaviour may reduce, and with that the behaviour itself. The child's feelings about the behaviour may change, with less defensiveness and shame but more guilt, leading to less of the behaviour.

Empathy

Empathy lets the child feel the adult's compassion for her. Being empathic means the adult actively showing the child that the child's inner life is important to the adult and he or she wants to be with the child in her hard times. With empathy, when the child is sad or in distress the adult is feeling the sadness and distress with her and lets the child know that.

The adult is demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone. The adult will stay with the child emotionally, providing comfort and support, and will not abandon her when she needs the adult the most. The adult is also communicating strength, love and commitment, with confidence that sharing the child's distress will not be too much. Together they will get through it.

The Impact of Communication Using the Principles of PACE

PACE focuses on the whole child, not simply the behaviour. It helps children be more secure with the adults and reflect upon themselves, their thoughts, feelings and behaviour, building the skills that are so necessary for maintaining a successful and satisfying life. The child discovers that they are doing the best that they can, and are not bad or lazy or selfish. Problems diminish as the need for them reduces.

Through PACE and feeling safer, children discover that they can now do better. They learn to rely on adults, particularly their parents, and trust them to truly know them. They learn that their parents can look after them in a way that they could never do on their own.

When children experience the adults doing the best they can to understand them and trying to work out together more effective ways for the child to understand, make sense of and manage their emotions, thoughts and behaviour they start to believe that the adults really will keep on trying until things get better for all of them.

For adults, using PACE most of the time, they can reduce the level of conflict, defensiveness and withdrawal that tends to be ever present in the lives of troubled children. Using PACE enables the adult to see the strengths and positive features that lie underneath more negative and challenging behaviour.

7. Positive Behaviour Management

- Create quiet calm ethos in the classroom and around the school where confrontation is less likely. This includes showing regard for the pupils and treating them with politeness and respect, warmth and kindness. Talking down or talking at pupils, nagging or publicly embarrassing them will lead to a greater possibility of hostility confrontation. (Staff who shout communicate to the pupil(s) that they are not in total control. It is much better for the staff to behave in a quietly confident manner. Any hint of anger, annoyance, frustration or panic will only increase the anxiety of the child and make things worse)
- Is the incident worth the confrontation? We can choose to ignore some behaviour, which may have been exhibited to get a response, and instead concentrate on 'fighting the fights that need fighting'. We can also choose when to fight those 'fights'. It may be prudent to 'follow it up' with the transgressor at a later time
- Is the pupil into a 'power-struggle'? If the member of staff refuses to join in there will not be a confrontation. Do not get sucked into a fight that you don't need to have. Do not 'dig in' or get 'locked in' to a silly argument and escalate the incident unnecessarily
- It is important for the member of staff to be in control of events rather than reacting to them. If the staff's action is well thought out it is likely to have a high chance of success
- It is important that 'escape routes' are left open for both the member of staff and the pupil. Do not 'corner a

pupil or allow yourself to become cornered. Always allow a pupil to walk away if things are becoming heated. Always be prepared to walk away yourself. It does not mean that you cannot come back to when everything has 'cooled down' a bit

- The member of staff should avoid any 'threats' of sanctions. Staff for example, should not say, "You will be excluded" when they themselves do not have that authority
- It is essential that the staff member keeps calm. If they lose their temper it is seen by the pupil(s) as a victory and likely to lead to further challenges
- The member of staff should maintain the ability to use their sense of humour to diffuse the incident.
- Do not bring up past transgressions. Deal only with the incident you are involved in
- Avoid over reaction to the gestures and remarks made by the pupil especially if they are in a high emotional state. Deal calmly with the issue at hand and do not become side tracked

8. Dealing with Conflict

It is not always possible to avoid conflict. When it happens, there are a variety of approaches for dealing with conflict and these will vary from staff to staff. Staff may feel anger or believe that their authority is threatened, BUT they must remain calm and in control of both themselves and the situation at all times.

Before dealing with an incident staff should:

- Stay emotionally regulated themselves. Angry, emotional responses, shouting and issuing threats ALWAYS further dysregulate the pupil and exacerbate the situation
- Never run to an incident.
- Step back Give the pupil some space.
- Take a deep breath
- Think for a few seconds
- Respond appropriately rather than reacting
- Refuse to take the pupil's challenge personally
- Be aware of their own triggers
- Avoid making exaggerated remarks
- Stay objective
- Remain with the issue and not be side-tracked
- Set the agenda and stay in control

It is essential that staff to understand the pupil's:

- Patterns of behaviour
- Ways of dealing with authority and stressful situation.
- Levels of understanding and academic ability
- Communication difficulties

Nevertheless, all staff must be flexible in thought and action when dealing with challenging incidents from pupils.

Techniques to diffuse and/or avoid confrontation include the following:

- Humour/Playfulness
- Acceptancecommunicating that you like the child
- Showing empathy and concern
- Reasoning
- Talking quietly
- If possible, quietly and calmly help the pupil understand the consequences of their actions
- Non-verbal signals could include:
 - Tone and pitch of voice
 - Gestures

- Facial expressions
- Posture

9. Diffusing

Sometimes it is impossible to avoid displays of challenging behaviour. There are many reasons for this — anger, anxiety, fear, low self-esteem, frustration, depression, and staff behaviour amongst others. Members of staff should develop strategies to avoid the incident in the first place. However if it does happen they should have the necessary skills to diffuse it and be prepared to use those skills.

Each confrontation usually develops through the following stages:

- The build-up, during which the pupil becomes increasingly stressed (emotionally dysregulated) over an incident or series of incidents. These incidents may be quite minor in themselves
- The trigger event is a stressful incident that energizes the pupil's actions. This is the point when they become irrational and challenging — shouting, threatening, swearing, throwing objects, refusing to speak, running out of the class
- There is a rapid escalation if the staff member is provoked by the pupil's behaviour ...especially if the adult mirrors the pupil's behaviour by shouting back at the pupil and threatening them
- The finale, where both parties are acting out often in loud and threatening ways

The build-up may be the responsibility of the pupil but from thereafter, the escalation is dependent upon two parties. Winning and losing becomes very important to both parties. From the staff member's point of view the pupil must do as they are told. From the pupil's viewpoint, they must not obey the staff member otherwise they have lost.

10. Intervention

Staff should:

- Appear calm, confident and in control and use appropriate voice and body language
- Never corner or threaten the pupil
- Attempt to avoid having an audience of other pupils. This enables the behaviour to be dealt with without winners or losers.
- Give the pupil the opportunity to 'calm down' in a neutral area. This should be prepared beforehand. "John, I can see that you are upset. Would you like to go to ... (a different space) ... to calm down. I will speak to you in a minute.
- Explain quietly the consequences of their actions but allow the child to explain what is wrong and what might have caused them to behave in such a way.
- Listen very carefully to what the pupil has to say. React in a quiet and positive way
- Involve another adult and let them take over if they need to. Two adults working together can be very effective in dealing with challenging behaviour.
- Calmly and kindly offer the pupil choices to increase the chance they will comply.

11. Expectations:

Whilst it is important to maintain high expectations of the children's behaviour. It is also important to strike a balance. Expectations which are too high can be damaging when they consistently result in failure and negative feedback for an individual.

What Are Reasonable Expectations of Pupils?

- To be wearing school uniform
- To be polite and not to swear
- To be on time and settle quickly

- To join in and contribute to lessons
- To attempt all work
- To try and concentrate on their work
- To not distract other pupils or stop anyone learning.
- To look after the environment/equipment
- To behave sensibly and safely
- To be kind to others

12. Rights & Responsibilities

As a way of framing these expectations we have as a school developed agreed rights for all pupils and staff in school. Following on from these rights come responsibilities that we all have to ensure those rights for ourselves and everyone else. These have been put into tables and are part of the display in each Classroom and other areas of the school. Pupil's attention should be drawn to them and they should be used as reference when discussing behaviour with the class or an individual.

Hartmore School Rights & Responsibilities

RIGHTS		RESPONSIBILITIES
TO BE SAFE	Safe from physical harm.	To behave sensibly and safely.
	Safe from emotional hurt	To be friendly and supportive.
	Property and belongings to be safe	To respect other peoples property and belongings.
TO BE ABLE TO LEARN	Good learning environment.	To look after the room, equipment and displays and tidy up after ourselves.
	Interesting, fun activities or lessons	To be on time and settle quickly. To try out best and contribute to activities or lessons.
	Friendly, supportive atmosphere	To be friendly, helpful and cooperative.
TO BE RESPECTED	To be valued as an individual.	To respect and value others.
	To have our feelings considered	To care about and consider others feelings.
	To be listened to and have ideas considered.	To listen to others and consider their ideas.
	To be treated fairly and honestly.	Try to treat others fairly and honestly.

RIGHTS		RESPONSIBILITIES	BEHAVIOURS
TO BE SAFE	Safe from physical harm.	To behave sensibly and safely	Be sensible
	Safe from emotional hurt	To be friendly and supportive	Be kind
	Property and belongings to be safe	To respect other people's property and belongings	Look after other people stuff
TO BE ABLE TO LEARN	Good learning environment	To look after the room, equipment and displays and tidy up after ourselves	Look after the school
	Interesting, fun activities or lessons	To be on time and settle quickly. To try out best and contribute to activities or lessons	Try my best in lessons
	Friendly, supportive atmosphere	To be friendly, helpful and cooperative	Be nice Be helpful
TO BE RESPECTED	To be valued as an individual	To respect and value others	Respect everyone
	To have our feelings considered	To care about and consider others feelings	Think of others
	To be listened to and have ideas considered	To listen to others and consider their ideas	Listen to others

13. Hartmore School Rewards

It is **much more effective** to focus on, recognise and reward positive behaviour than to focus on and give sanctions for negative behaviour. By focussing our attention on positive behaviours we can greatly reduce attention seeking negative behaviour and encourage more positive behaviour. However, at Hartmore school we do not believe in BIG rewards. There are no Macdonald's or bowling trips. There are no big winners and losers. Here rewards are small and genuine ... a reward here may be a trusted adult telling a child that they really enjoyed doing an activity with them.

The rationale behind this is any external rewards simply don't work ... any reward will eventually lose its lustre. The effect of the reward will be temporary and any change will be lost with their child's interest in that reward. We are trying to achieve lasting change and growth. Even if that change comes in tiny steps. The change we are looking for comes from within and springs from a sense of pride and achievement when a child feels that they have done well or been successful. In matter of fact there is no greater reward for a child than the pride in their success and achievement from an adult who is important to the child.

In this school that recognition is given to the child in the form of a leaf. In each class in the school is a 'Tree' (It represents 'Change and Growth'). At the start of each year it is stripped of leaves. Leaves can be given to children for any behaviour we would like to recognise and reward. The Leaves are linked (and

colour coded) to the different aspects of the “Character Curriculum”. Any member of staff can give a leaf at any time during the day to reward any example of positive behaviour (from showing ‘resilience’ by sticking with their maths when they were finding it hard to showing ‘kindness’ to another pupil who was upset). There is no limit to the number of leaves a member of staff can give in a day, no limit to the number of leaves a child can receive in a day. No limit to the amount of positive behaviour we celebrate. All children have an individual Character Curriculum target. Special attention should be given to identifying positive behaviour towards a child’s individual character target.

In addition to the whole school system ... teachers may develop age appropriate reward systems for individuals or groups. (marbles and stickers may work well in Primary but they are less likely to be effective further up the school). Where possible this should be done through discussion and agreement with the pupils in the group. Pupil involvement in developing the system will result in greater engagement with the system. This ‘buy in’ is essential or it will not have the desired impact. Whatever rewards are used they will at some point lose their impact. These class based systems will be regularly reviewed and changed to achieve different goals or to ensure they are still having the desired impact. Whatever systems are developed could/should also include breaks and lunch times if needed. Whilst these are shorter periods of the day the unstructured time is often the time some pupils need the most support.

“Good, Better, Best ...”

Whatever system is developed within class a simple ... “Good, Better, Best ...”, is recorded and submitted to the head teacher each week for the purpose of whole school performance tracking.

At the end of each week teachers record which children have been “Good”, which pupils have done “Better” (This could mean better than the pupils who have been ‘Good’ or better than an individual did in the previous week) and which pupils have done “Best”. It can be their ‘personal best’ or it can be ‘best’ in the group. Someone always has to be best. BUT if more than one pupil has tried their best and done really well that week. It is OK to have more than one pupil get “Best” (as long as it is not everyone in the group! They can’t all be best ... it becomes meaningless.)

12. Hartmore School Sanctions

Much like we don’t have the typical rewards we don’t use the typical sanctions either. Sanctions do not really work with children who have experienced significant attachment and trauma. As a result we do not really use sanctions in the way other schools might. However, we do believe that you should not ignore negative behaviour and that unacceptable behaviour should always be followed up.

We also believe that there are ‘Natural consequences’ for some behaviours ... often based on a risk assessment. (If a child puts everyone at risk in a car ... a risk assessment might say they can’t go out in a car, or only travel in the back seat with a member of staff A ‘natural consequence’ and sensible response of their dangerous behaviour previously).

13. Negative Behaviour

- Swearing/Verbal abuse of another
- Being unkind to someone (name calling, poking, etc.)
- Intimidation (threats of violence)
- Physical violence (pushing, hitting out, kicking)
- Inciting violence
- Dangerous Behaviour (on or around vehicles, throwing objects)
- Sexualised noises, actions or touching of self or another
- Leaving the class without permission
- Disruption to the school.
- Persistent refusal (over work, uniform, following reasonable requests).

- Minor damage to property (Breaking pencils, rulers, ripping books, graffiti, etc.)

These behaviours will not be ignored but will be addressed using a PACE approach.

Staff may give “friendly warnings”. If a behaviour persists, staff will try to talk to the child to understand why they are behaving the way they are and offer reassurance, coaching or distraction to get them back on task. Eventually, if a pupil’s behaviour is clearly upsetting other children, putting children at risk or simply stopping the rest of the class from learning staff may have no other option than to give a child a clear instruction and a reminder of the rights and responsibilities and that staff will have to intervene if they continue. Any intervention will be the minimum required to maintain a safe environment without escalating any situation further. Behaviours may result in ‘natural consequences’ and/or be followed up at another time. Behaviour slips will be written and the behaviour will be reported in the end of day handover and recorded and tracked.

14. More Serious Behaviour

- Serious and persistent verbal abuse of others
- Any bullying, racist or homophobic incident
- Physical assault (hurting someone, deliberately spitting in someone’s face)
- Significant Damage/vandalism
- Absconding (leaving school site or from an off-site visit for more than 20-minutes).
- Serious, deliberate, and persistent disruption of lessons or the school day
- Interfering with staff involved in dealing with an incident
- Theft
- Pupil on roof (who does not come down very quickly when asked)

More serious incidents may need to be followed up with more serious intervention. The behaviour slip and tracker will identify the behaviour as more serious and this will result with intervention from a senior member of staff, it may require some intervention work done or longer conversations about the negative behaviour and what is causing it. It may require the involvement of outside agencies. It may result in a risk management meeting and require agreed actions to be taken to ensure everyone’s safety.

15. Significant Occurrence

- Any occurrence which results involves any physical intervention
- Serious assault (attacking someone, punching in the face, assault resulting in injury)
- Serious absconding (gone for hours encouraging others to go with them)
- Serious theft/stealing (possibly resulting in Police involvement)
- Fire setting
- Deliberate serious damage to property (Including damage to cars)
- Bring Alcohol/Illegal Substances into School
- Self-harm
- Smoking

A significant occurrence Report will always be written following any of these behaviours and will be reported in the end of day handover. There will always be a debrief following a significant incident when all staff involved will try to understand what prompted the incident and what might be done to avoid similar incidents in the future, In addition to the intervention described above for serious incidents any of the above may result in exclusion from school. Exclusion is never seen as a sanction but rather ensures we have the time to take whatever actions are required to keep the children safe. Exclusion from school will, whenever possible, be followed by a re-integration meeting between Head Teacher and Parent/Carer to work together to avoid similar incidents in the future. Please see exclusion policy. No child has ever been permanently excluded and even temporary Exclusion is extremely rare ... we simply don’t believe it is an effective sanction, and so it is not used as such.

16. Behaviour Records

As a school we keep an excellent record of all significant occurrences (including, but not limited, to physical intervention). Further a record of more minor incidents is also kept.

Staff write a brief behaviour slip for serious or repetitive negative behaviour.

Behaviour slips simply say who was involved, what triggered the behaviour, what the behaviour was, what helped, how the incident was followed up, as well as any further consequences or follow up required from SLT.

Staff should always use best their judgement as to whether they think further 'intervention' is required SMT (in consultation with others as appropriate). But Bullying, racism or homophobic incidents must always be followed up. Staff should say on the slip if they consider the matter dealt with in the way they have followed it up or whether, in their opinion, further follow up is required.

A simple "None" or "Further Action" required is added to the slip.

17. Physical Intervention

Physical intervention should be a last resort and avoided if at all possible. Where it does need to be used this should only be to:

- Prevent a pupil injuring themselves (or putting themselves at serious risk of injury)
- Prevent a pupil injuring others (or putting others at serious risk of injury)
- Prevent pupils causing serious damage to property

Physical intervention should only be carried out by trained staff and only used approved techniques. All staff, dealing directly with the pupils are required to attend training. Only staff who have completed the training are allowed to use physical intervention techniques should the need arise.

Physical intervention should NEVER be used purely as a way of enforcing compliance. It is better to spend the time convincing an individual to make good choices, the right choice so that eventually you can praise them for doing that than force them to comply. It will have a far greater likelihood of encouraging the right choices in the future. It is better to spend the time making every effort to defuse the situation and distraction the pupil, rather than get drawn into a physical restraint. This can have a huge impact on the pupil's day.

It is the responsibility of all staff to ensure they fully understand and adhere to the School's Behaviour Management Policy and approach.

18. Policy Review

This policy was reviewed in October 2020. This policy will be reviewed next in October 2022.