



# Behaviour

# Management

# Policy

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Written By	L Waugh
Headteacher signed	J Hunt
Chair of Governors signed	K Ward
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## **Policy Statement**

The Hub at Hoyland Springwood is committed to creating an environment where positive behaviour is at the heart of productive learning and ensuring safety of all children and staff. All children are expected to achieve their highest level of safe behaviour and conduct, to develop an understanding of their behaviour and what can cause these behaviours. Behaviour is valued as a level of communication which enables staff to teach children about self-regulation. Our behaviour policy reflects our ethos and values with an emphasis on a consistent approach to building a safe and happy school community.

## **Aims of the policy**

- To understand that behaviour for learning is underpinned by supportive relationships with staff and pupils, positive recognition and quality first teaching.
- To build a community which values kindness, care, empathy and confidence.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control of their behaviour and develop a level of understanding on how to regulate their behaviour.

## **Consistency in Approach**

- Consistent language: An agreement made between staff, learners and parent/carers, simple and clear expectations reflected in all conversations. Consistent respect from adults, regardless of learner's behaviour.
- Consistent review of the individual: Staff use professional judgement, taken into account learners' cognitive levels of understanding and personal circumstances.
- Consistent models of emotional control: Emotional restraints are modelled and not just taught; all staff are role models for learning, all staff learn alongside learners.
- Consistent environment: Consistent structure, routine and language enables safe, secure, ready and willing learners.
- Consistent follow up: Ensuring certainty throughout the day. Behaviour expectations to be developed in conjunction with pupil voice, once agreed, displayed using visual cues, symbols, icons and interesting signage to allow every learner the best possible change of understanding what is expected of them.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as the tiered structure for more serious behaviours. Senior leaders will not deal with referral in isolation but alongside colleagues to support, guide and model.
- A successful behaviour management system will rely on a consistent and unified approach following a tiered system:-



Steps	Actions
Redirection	Verbal/Visual encouragement. This maybe repeated, depending on age/stage of child. Staff will refer to the learners' s personal plan. A summary of the learner's personal plan to be in pupil folder alongside other pupil documents.
Reminder	Verbal and symbolic reminders of acceptable and none acceptable behaviour. Staff to take into account environment and sensory needs. A reminder of agree positive reinforcement.
Time-out / Agreed Consequence	Give the learner a chance to reflect away from others. A consequence at this stage may also be applied depending on professional judgement. Where a consequence is applied i.e. removal of toy this is then dealt with at the time and not later so as to allow child to understand.
Discussion with class teacher	If behaviours are consistent, support from class teacher/SENCO must be sought, to establish if external or additional factors are contributing to behaviour being displayed. i.e Sensory, home life, growth etc. Discussion with parents should also be sought.
Behaviour Management meeting	Behaviour support plan maybe required to be in place and supported by Positive handling plan. At this stage staff and parents should be in agreement with this.

### **Recognition and Reward**

- Positive reinforcement should immensely outweigh consequences throughout the day.
- Consistent positive reinforcement: Routine procedure should be in place for reinforcing, encouraging and celebrating appropriate behaviour; these should take a variety of forms including verbal and visual reinforcement.
- Staff and pupils will praise behaviour they want to see.
- A mechanism for positive recognition is used with each member of staff throughout the day. Parent/carers are informed of achievement through home school diaries, telephone calls, annual reviews, reports and termly meetings.
- Class rewards will be agreed and used consistently
- Personal motivators will be used where appropriate
- Rewards systems in place to reinforce behaviour and celebrate achievement.



## **Physical Intervention**

Positive handling will be used as a last resort. Staff will use positive handling to prevent the pupils hurting themselves, others or causing severe damage to property. A personal handling plan will be devised when a child is held more than once in a three week period. SENCO and parent/carer's will meet to discuss this and the pupil will be involved where possible. This is linked to the Use of Physical Intervention and Team Teach Policy.

## **Behaviour Data and Reporting procedures**

- Data is collected to inform us about behaviour of learners. We will always think in terms of prevention, the behaviour reporting sheet that may indicate triggers and possible de-escalation techniques.
- All staff will have access to and understand the reporting of an incident in line with the Use of Physical Intervention and Team teach policy. This will also be shared as part of staff induction and weekly staff meetings to ensure all staff remain up to date.
- Data will be collated weekly and analysed by Class Teacher / SLT. Focusing on patterns of behaviour, looking closely at triggers and a coherent approach from staff will be taken to establish if adaptation to the environment can be made and more support can be given.
- Where physical intervention is used, a standardised document is to be completed – in line with Use of Physical Intervention and Team teach policy. This will document events in a timely manner and will be signed by the Team teach lead /SLT. This will also be uploaded to CPOMS. The hard copy will be kept in a designated file in line with GDPR guidelines.
- Behaviour data will be monitored by SLT and Governors on a termly basis.