



## **Promoting Good Behaviour**

This policy should be read in conjunction with Reasonable Force Policy, Anti-Bullying, Attendance Policy and Safeguarding Policy.

### **AIMS OF THIS POLICY**

- To create a warm and supportive environment which encourages and reinforces good behaviour.
- To model and support positive and respectful relationships for pupils and staff.
- To define expected standards of behaviour and thus elicit consistency in response from staff.
- To promote self-esteem, self-regulation, positive relationships and a willingness to take responsibility for one's own actions.
- To aid restitution and reconciliation.

### **STANDARDS OF BEHAVIOUR**

Pupils are expected to be ready to learn and to participate in activities. Particular expectations of behaviour are outlined to pupils, in the form of a set of rules, as follows:

All members of the college community are expected to:

1. Treat those around them with respect and courtesy.
2. Refrain from behaviour that may be perceived as bullying.
3. Refrain from behaviour that would be perceived as racist, sexist, discriminatory, or hurtful.
4. Be punctual to lessons.
5. Use mobile telephones responsibly and put them away during lessons.
6. Complete all homework set on time.
7. Refrain from eating during lessons.
8. Not disturb other lessons or exams that may be taking place.
9. Help to keep the College clean and tidy.
10. Not leave the College's premises during the school day without prior permission (under 16's only).
11. Not consume alcohol, or use cigarettes or drugs on the premises.
12. Refrain from inappropriate sexual behaviour (including sexting).

## **REWARDS**

It is important for our pupils to feel that their efforts are appreciated and that they are valued. This helps to motivate them and make it more likely that positive behaviour becomes their chosen strategy. All our pupils have individual interests, challenges and motivations so rewards should be tailored to these considerations.

The following are a selection of rewards that can be used:

- Verbal praise.
- Written remarks about good work in exercise books or reports .
- Letters or phone calls home to parents.
- Sending pupils to academic management staff to share their work/good behaviour.
- Displaying pupils' work and achievements.
- "Christmas Certificates" celebrating different successes.
- "Commendations" for good effort in behaviour, lessons, homework or punctuality with termly prizes awarded to the three students with the most commendations.

## **BEHAVIOUR THAT CHALLENGES**

The college accepts that behaviour is a form of communication and that challenging behaviour is often communicating unmet needs, which can be especially relevant for pupils with complex needs. Therefore staff are encouraged to take the time to decode behaviour and be mindful of how they themselves behave as this in itself can be a form of behaviour management.

*"..many of the problems of control that arise in the classroom are a direct consequence of the way in which the teacher acts (or reacts) towards the children concerned.... So the teacher must examine closely what is really going in in the interaction that is taking place and by understanding its nature, modify personal responses as necessary."* Sir Tim Brighouse, Chief Education Officer Oxfordshire (1978–1989)

### **Preventative strategies**

The following can help to prevent challenging behaviour:

- Model positive and respectful relationships by listening to each pupil, showing an interest, and being respectful of them and their circumstances.
- Relate to pupils in a non-punitive way, that is straightforward, builds trust, and is empathic.
- Maintain good professional boundaries. Be mindful that 'banter' can be confusing for those pupils who struggle with social communication.
- Ensure all humour is used sensitively and is appropriate to the context, the situation and pupil.
- Shut down inappropriate conversations early by indicating disapproval and then using distraction techniques to move things along.

- Ensuring pupils have someone whom they are comfortable talking to who can help to explain any miscommunications that may have arisen.
- Reminding pupils of rules in a timely fashion.
- Giving clear direction for pupils to stop.
- Be in the classroom when your pupil arrives.
- Be fully prepared with all photocopies and equipment needed for that lesson.
- Ensuring there are effective communications with parents.
- Managing expectations in advance as much as possible.
- Ensuring pupils are adequately supervised.

### **Strategies for de-escalation**

If challenging behaviour arises then the staff member should attempt to de-escalate and the following strategies might be used:

- Treat pupils with respect, even when they are exhibiting challenging behaviour.
- Try not to take it personally.
- Use eye contact, facial gesture or signals to express approval or disapproval discretely in the initial phases.
- Remove the audience.
- Ignore inappropriate behaviour when noticing it would cause more disruption, lead to escalation or compromise other long-term goals. Instead, follow it up at a better time in the future.
- Be aware that students can have a 'window of tolerance' but after that point may struggle to take new information or reasoning on board. Consider discussing issues at a later point.
- If necessary, ask the pupil's Personal Tutor or Welfare Officer to discuss inappropriate behaviour with them later.
- Validate emotions where possible, e.g. "I can see you are upset at the moment, let's talk about what's going on right now."
- If discussing unacceptable behaviour with a pupil then take care to do this discretely. For example, avoid correcting pupils publicly in the front office, corridors or in the common room.
- Describe the effects of the behaviour and not the behaviour itself 'when you say that to me I feel offended' and not 'you're being rude right now.'
- Never use shame as a tool.
- Reduce the dramatic nature of incidents through modification to your language and behaviour.
- In group teaching situations, if you need an extra staff member in the room then send for help in good time before behaviour escalates.
- Use distraction or change of context to avoid escalation. For example, sending the pupil on an errand.
- In escalating situations, be open to changing the adult or conditions, keeping in mind that the overall goal is situation resolution.
- Raised voices must only ever be used in a controlled manner and under exceptional circumstances.
- Model reconciliation and ensure that all involved are given opportunities for reparation.

- Staff should be mindful that the way they talk about pupils after events can alter own and other's perceptions of that pupil.
- Use the Help Scripts in Appendix 1.

### **Management of Serious Disruptive Behaviour**

The following principles should be used to inform management of serious disruptive behaviour:

- Stay objective and calm.
- Recognise that the pupil is externalising inner conflicts and as much as possible keep the environment supportive and calm.
- Question what the behaviour means and try to stay curious.
- Do not overwhelm the pupil with directives or too many members of staff.
- Avoid looking for an immediate solution unless the situation is dangerous.
- Try to analyse and not personalise.
- Remind the pupil of previous good behaviour or similar situations that they have dealt with well.
- Try to resist temptation to become angry yourself or bring your own emotions or needs into the situation.
- Sensitively use humour and other diversionary strategies where appropriate.
- Involve colleagues but take care not to do this in a way that makes it seem more threatening to the student.
- If it is necessary to remove the pupil from the situation, then do so in a way that is neutral and not punitive.
- Always think about physical safety for yourself and those around you.

### **Sanctions and consequences**

Most instances of poor behaviour are relatively minor and can be dealt with by talking to the pupil and explaining why the behaviour is inappropriate. The member of staff witnessing inappropriate behaviour should be the one initially to discuss with the pupil.

In some more serious or persistent instances it may be more appropriate for the issue to be raised with the designated personal tutor for that pupil. They will meet with the student to discuss and consider other sanctions.

Sanctions that may be applied to each individual case will vary depending on pupil and the circumstances but might include:

- putting a pupil on report for a week.
- letters or telephone calls to parents.
- Inviting parents in for a meeting in which behavioural aims are agreed.
- Where behaviour is persistent and serious, Behaviour Risk Assessments and Plans might be drawn up.

## RESTRAINT & REASONABLE FORCE

All College staff have the Principal's authorisation to use reasonable force to control or restrain pupils in order to prevent them from hurting themselves or others, from damaging property, or from causing serious disorder. School staff have a legal power to use reasonable force and will be supported when they exercise this power appropriately. The majority of staff have had Reasonable Force training and should follow the guidelines in the Reasonable Force Policy. **Never use force to ensure compliance in circumstances where there is no risk of injury, serious disruption or property damage.**

## SEARCHING & CONFISCATION

With the consent of the pupil concerned, school staff may search for any item if they have reason to believe that it may be harmful or detrimental to school discipline.

Without the consent of the pupil, staff may search pupils or their possessions only if this has been authorized by the Principal and there are reasonable grounds for suspecting that the pupil may have any of the following prohibited items:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Reasonable force may be used, if required, in order to conduct a search for any of the above listed prohibited items.

School staff will confiscate any prohibited item found in the possession of a pupil and may confiscate any other item which they consider harmful or detrimental to school discipline.

## APPENDIX 1 Script for De-escalation

### Script for defusing anger – Stage 1

"Henry."	Use the pupil's name
"Henry. I can see you are upset."	"Choose your words carefully. Recognition of child is fine but avoid words such as 'anger' or 'annoyed' as this may escalate the situation.

“I am here to help.”	This is a statement of your intention. Simply that you are there to help. It’s worth remembering that a conscious effort must be made to ensure that your words and body language give the same message.
“Tell me what’s going on and I will listen.”	This statement begins to provide the pupil with some direction together with explaining our role.
“Henry. Come with me, let’s go to the...”	Continue to provide the pupil with some direction. Removing them to an area of neutrality to discuss the issue and continue the calming process.

### Script for offering support to a colleague.

“Mr Smith I am available to help.”	Member of staff makes a clear statement announcing that they are there to help.
“Thank you Ms Jones, you can help by..”	The member of staff then has the opportunity to give directions as to what type of help they require (i.e. help by watching, help by looking after other pupils). More importantly, they retain autonomy over the situation.
“Mr Smith I am available for more help.”	The word ‘more’ should provide a pause point for the member of staff currently dealing with the pupil. At times, as professionals, we need to recognise that some interventions are unsuccessful and/or may escalate situations. Therefore, the professional judgements and support of our colleagues should be accepted.
“What do you suggest, Ms Jones?”	Autonomy is passed over allowing the member of staff to try a different strategy.
“How about if I sit with Henry and I will catch up with you later.”	This provides a subtle way of helping a colleague out of a situation with respect and dignity.

## APPENDIX 2 – REPORTING SYSTEM

### Reporting Commendations

Pupils can be awarded a commendation for any of the following areas:

- Behaviour
- Effort
- Homework

- Punctuality

Commendations are logged via google forms.

Staff are encouraged to look for instances to reward good behaviour. Emphasis should always be on effort and not on achievement. For example, a pupil who struggles to do homework should be commended for giving it their best shot, even if the homework is not 100% correct. Commendations can be awarded by all staff members and not necessarily by those who teach a pupil. For example, if you witness particularly good behaviour from one pupil to another in the common room or in the kitchen then please do log a commendation for that pupil.

Commendations will be added up on a half-termly basis and the pupil with the highest number of commendations will be awarded vouchers as a prize.

### **Reporting Incidents**

All serious behavioural incidents and also persistent minor incidents should be reported via myconcern. This should be done as soon after the incident as possible and should include as much details as possible as to what happened.

Staff are also encouraged to discuss issues with pastoral staff.

*Written by VJ on 17/7/22*

*Authorised by CM on 6<sup>th</sup> September, 2022.*