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**CARMARTHENSHIRE SECONDARY TEACHING AND LEARNING CENTRE**

**BEHAVIOUR MANAGEMENT POLICY and PROCEDURES**

**REVIEWED:**

**SIGNED: HEAD OF CENTRE:**

**SIGNED: MANAGEMENT COMMITTEE**

**NEXT REVIEW DATE:**

**A WHOLE CENTRE APPROACH TO BEHAVIOUR MANAGEMENT**

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**A WHOLE CENTRE APPROACH TO BEHAVIOUR MANAGEMENT**

1. **Carmarthenshire Secondary Teaching & Learning Centre (CSTLC) offers education provision for pupils who, for a variety of reasons, are temporarily unable to attend a mainstream secondary school.**

Pupils who attend the centre demonstrate emotional, social and behavior difficulties. Our ethos is to build relationships with our pupils built upon mutual respect. When positive relationships and trusting relationships are built and developed we seek to support our pupils to work towards social inclusion, where they can take their place as responsible members of society. This incorporates successful reintegration to mainstream schools, preparation and support for successful transition to wider curriculum courses at the end of year 9, leading to post-16 transition where pupils demonstrate their motivation by opting for post-16 FE courses, or actively seek employment.

* 1. **Our work with pupils who attend the Centre is based upon the following principles:-**
* Pupils come to the Centre to learn
* When pupils are behaving they are ready to learn
* When pupils are engaging and learning their behaviour improves
* As pupils’ behaviour and learning improve together, so do their attitudes and personal development
* Staff and pupils work actively together to seek solutions to issues which may be preventing the young person actively and positively engaging in learning
	1. **It is clearly understood that:-**
* Each member of staff can confidently assert the above in the knowledge that all of their colleagues will always do the same in a climate of mutual support
* It is our duty to identify and address all inappropriate behaviours and that interventions will take place at the appropriate time.
* We must highlight and give focus to more appropriate behaviours than inappropriate. Effectively changing behavior takes time, encouragement and support
* We recognise and celebrate small steps
* We accept that there will be disappointments and setbacks
* We are the professionals and we must model the behavior we expect
	1. **We understand that a whole Centre approach means that:-**
* All staff own, know and understand the policies for the promotion of positive behaviours and attitudes
* All staff consistently use and implement the agreed policies and strategies in a positive manner
* Our ethos is to use restorative approaches and seek solutions and resolutions to issues

If the policies and procedures are consistently followed, the conditions in class and around the Centre will be conductive to pupils’ learning.

* 1. **Teaching and Learning**

Pupils at the Centre have often failed in their previous relationships with authority figures. They regularly mistrust these people. Pupils in our Centre may often have very low self- esteem which will interfere with their learning, low self-worth and attachment issues. We are aware that it takes a long time for our pupils to change the negative behaviours which have been their way of coping with emotions and challenges.

Pupils come to our Centre because they have difficulties. The usual strategies employed in mainstream schools are unlikely to be adequate on their own. We are aware that we need to consider our strategies for managing behaviour to facilitate curriculum access. As a whole staff we need to approach our pupils with empathy and understanding offering support and guidance seeking to resolve issues and reduce conflict and confrontation.

In producing appropriate and successful teaching and learning strategies we accept that despite what pupils may say or do, e.g. destroying work, refusing rewards, etc. all pupils value achievement and want to succeed.

* 1. **Planning**

We know that pupils value well prepared, interesting lessons and activities which support access to the curriculum and encourage positive behaviour.

* 1. **Classroom Management**

Be proactive in the management of your classroom

* Don’t be static behind your desk, visit all areas of the room regularly, interact and engage with the pupils
* Ensure the best seating arrangements for the pupils in each lesson
* Make your classroom a stimulating environment in which to learn – change displays regularly, remove graffiti immediately and report repairs for the attention of the Caretaker to the senior management team.
* Ensure teaching assistants are actively supporting pupils

It is best to:-

* Have all equipment and books ready
* All ICT equipment set up and ready
* Lesson content and activities accurately matched to pupils’ needs and abilities
* Ensure teaching assistant has been briefed on the lesson and is directed to where you require support

Lesson routines

* The teacher must always arrive before the pupils
* Pupils should enter calmly at the direction of the teacher
* The teacher should organise seating arrangements
* Lessons to start promptly
* Pupils to remain in seats (when appropriate)
* Explain what is going to be learned – lesson objectives
* Explain how ‘skills’ will be learnt – success criteria
* Summarise at the end of the lesson
* Dismiss pupils when **you** are ready
* Teaching Assistant to supervise pupils to their next classroom

**Pupils should leave class with a clear indication of what they have achieved and of their progress in the lesson. Wherever possible provide the child with a positive comment and knowledge that the work that they have completed is valuable and worthwhile.**

* 1. **Assessment**

Regular assessments both formative and summative are essential. Pupils require feedback on their performance. This can be verbal, marking as the work is completed or formal tests.

All pupils have an Individual Education Plan which incorporates targets for behaviours as well as academic targets. Pupils are involved in the setting of targets on their IEPs. Termly progress feedback is prepared and discussed with pupils and parent/carers during reviews held at the end of each term. Other appropriate professionals are also invited to share this information at reviews. Further details on assessment can be found in the CSTLC Assessment Policy.

**3. Resources to appropriate and inappropriate behaviour**

* 1. **Rewards**
* Acknowledge success in lessons
* Provide positive comments on target sheets
* Recount success at the end of a lesson pointing out achievement to the rest of the teaching group
* Displaying charts
* Displaying examples of good work
* Sharing success with parents/carers, e.g. phone calls home
* Awarding of certificates
* Awarding ‘points’ for success, good work, improved attitude, polite behavior, using incidental welsh etc
* Weekly merit assemblies to recognize and reward success
* Showing good work to the Head of Centre
* End of term ‘reward’ activities/trips
* Weekly activity to promote positive behaviour

Rewards are more likely to be effective if:-

* They are given immediately to the pupil
* They are meaningful to the pupil
* It is clear what they are for
* They relate to specific targets
* They are shared by someone who is important to the pupil
	1. **Monitoring of pupils’ progress**

Each pupil has an Individual Education Plan which incorporates a set of behaviour and academic targets. These are agreed with the pupil and parent/carer at pupil review meetings. Each pupil has a daily target sheet. The targets, agreed between staff and the pupil, are based on the targets set down in the IEP. These can be modified to recognise progress or regression and can be screened on a daily basis.

There is a staff briefing held each morning and afternoon. This is to ensure that all staff can discuss individual pupils to summarise and evaluate the whole day. The teaching assistant linked to the pupil may phone home to provide important feedback.

The system has several strengths:-

* Targets are positive and encourage and reward good behaviour
* Targets are individual and are based on IEPs
* It gives the pupils a constant reminder of what is expected of them in each lesson
* Pupils receive instant feedback at the end of each lesson
* It provides the basis for discussion with the tutor/key worker
* It enables parents/carers to see progress on a lesson by lesson basis
* It is flexible and targets can be modified or changed when necessary
	1. **The Rewards System**

Pupils participate in a points system. At the end of each period/lesson a pupil will be awarded points for their behaviour and attitude to work. The points vary depending on criteria (See 1000 Club criteria) these are recorded on their target sheets.

At the end of the day the points are totaled and recorded by the teaching assistants. The points are added to the 1000 Club for a weekly update for pupils to recognize the improvements in their behavior and attitude to learning.

By using the 1000 club we calculate from Friday to Thursday lunchtime how many pints each pupil has accumulated. Those pupils who have met the points criteria will receive a golden hour on Thursday afternoon, where in negotiation with pupil voice they receive a reward eg use of ipads, a film, hair and beauty, outside activity. Points can be deducted from pupils allocated 1000 points if they do not follow pre-determined behavioural standards. These are set with pupils and are recorded on sheets in the staff room.

Certificates and additional rewards are given to pupils, eg vouchers, who achieve 100% attendance and or receive ‘Special Mentions’.

* 1. **Responses to inappropriate behaviour**

As a member of staff, your response to inappropriate behaviour is crucial. Staff must always use strategies which have been agreed. Sanctions are there to help pupils learn about the consequences of their behaviour and to develop skills to put things right.

The centre has adopted using restorative approaches to behavior management and as such staff should be seeking a solution to the issue with the young person rather than escalating confrontation by repeating sanctions the pupil will receive. We ask that the staff adopt the 5C’s approach when confronted with challenging behavior – be Calm/Clear/Confident/ Consistent/Compassionate.

It is essential that staff remain calm and in control when dealing with challenging behavior. We are human. If a member of staff feels they are becoming angry and emotional, which may escalate the situation, support should be sought from another member of staff to ‘take over’ to de-escalate the situation.

It is essential that we work as part of a whole team. If a member of staff comes over to offer support, this is a positive team response and not an indication that they feel you cannot manage the situation. Often, by changing the dynamic of a situation by changing staff the situation can de-escalate. It is the duty of the member of staff to remain with the young person until they are calm and can reason about the behavior which has caused an issue.

Restorative Questions ensure that no ‘blame’ is implied but are objective. There is a Restorative Approaches Handbook available to all members of staff. Each member of staff has a card which must be carried at all times reminding them of the restorative questions.

**How can pupils ‘put it right’?**

* By apologising
* By making up for lost time
* Completing the task they may have refused to engage in
* By repairing damage caused (not necessarily physical damage)
* Undertaking a restorative approach session to resolve the conflict/issue

The following sanctions are available to the staff group

* Not awarding points
* Written comments on target sheet
* Withdrawal from lesson
* Separation from rest of working group
* Points deduction from 1000 club.
* Phone call home

Any sanction with a greater consequence, i.e. working in the Ready to Learn area or a fixed term exclusion can only be decided after full discussion and consideration with the Head of Centre.

* 1. **The hierarchy of response**

Behaviour Management is the responsibility of ALL staff. It is essential that behavior is managed by all consistently and fairly.

In all cases it is essential that the first step is to de-escalate the situation. At all levels of response use restorative approaches to manage the behavior not allocating blame but offering opportunity to resolve an issue.

 **CLASSROOM RESPONSE LEVEL ONE**

* Most strategies should take place at the classroom level
* The focus should be to maintain the pupil at that level and quickly return the pupil to the preceding level.

The majority of responses should be at this level and may include:-

* Isolation within the group for a short period
* Encouraging pupil to work and offering support
* Encouraging the pupil to resolve the issue before moving on to the next class
* If it cannot be resolved at this time, pupils can be detained at the end of the morning or afternoon session to calmly discuss the problem with the teacher. The teacher may wish to involve the key worker at this point.
* If the problem is not resolved the teacher, in consultation with the key worker, the issue should be recorded for briefing. The incident should also be recorded on the target sheet.
* If the incident falls into the ‘serious’ category it should be reported as soon as possible to the Centre Manager.

If the young person is becoming increasingly confrontational or continuing to be non-compliant ask for the support of another member of staff to possibly diffuse escalation and conflict between pupil/teacher.

**CLASSROOM RESPONSE LEVEL 2**

If the pupil continues to act in a challenging manner which is disrupting the learning of others they should be given the opportunity to leave the classroom to receive support and be allowed to use agreed strategies to reduce the possibility of escalating their negative behavior further. This may mean that the pupil requires intervention time in the support room, they may need to have ‘space’ where a member of staff supervises the young person to have time outside to breathe and begin to use calming strategies, or they may wish to speak to their key worker. It is essential that pupils are given the opportunity to reflect on their behavior and what actually went wrong BUT ONLY WHEN they have fully recovered from their negative emotional state. The incident can be discussed in a well-being session.

**CLASSROOM RESPONSE LEVEL 3**

If a pupil is escalating the situation further and demonstrating dangerous behavior a member of the senior leadership team should be contacted for support. Depending on the risk assessment of the child the rest of the pupils and staff may need to be removed from the area where the child is OR, as a very last resort, physical intervention may be used. (Please refer to Physical Intervention Policy).

**HEAD OF CENTRE – SERIOUS BREACHES OF DISCIPLINE – LEVEL 4**

The Head of Centre should be involved when other strategies have failed.

The Head of Centre may choose to do the following:-

* Hold an internal review meeting with pupil and key worker
* Devise a contract which the pupil agrees and signs. Parents/carers will be informed
* Arrange a formal Restorative Conference
* Arrange for the pupil to attend the ‘Ready to Learn’ facility for a fixed period of time
* Arrange for the pupil to access the Tier 3 provision for a fixed period of time
* Invite parent/carer in to discuss issues
* Invite appropriate professionals in to discuss ongoing and/or serious concerns
* A formal fixed term exclusion

The Head of Centre should always be involved in serious breaches of discipline and with incidents which fall into Extreme and Dangerous Safeguarding Category. These involve:

* Violent and aggressive behavior towards a member of staff or pupil
* Bringing weapons into the centre
* Bringing phones (communication devices) into the centre
* Drug related incidents
* Criminal and Malicious Damage: including breaking, destruction of school equipment, furniture and IT devices, vandalism, breaking glass, building fixtures and fittings (windows, doors, lights) could result in parent/carer receiving a letter requesting a voluntary payment for the repair/replacement of damage.

**(Please read Section 8 for further details)**

 Sanctions available at this level include:-

* Fixed term exclusion
* Formal review of pupils’ placement at CSTLC This sanction is for continued and/or extreme behavior. When the Head of Centre decides that a fixed term exclusion is warranted, the pupil should:-

 Action following a fixed term exclusion:-

* Be told clearly how and when they are to return
* Be given a letter explaining the exclusion to the parents/carers (a copy)
* Be escorted from the premises
* Have no contact with other pupils on site until formally re-admitted
* Ensure relevant agencies informed of the exclusion (LAC and pupils on CP register)
* Ensure LA informed
	1. Techniques for dealing with inappropriate behaviour.

When pupils come into conflict they are likely to:-

* Be very argumentative
* Be inflamed by an audience
* Speak and shout abusively and irrationally
* Interpret innocent questions as accusations
* Be unable (at this point) to recognise their part in the conflict

How do de-escalate

ESSENTIAL:

USE

RESTORATIVE APPROACHES: NO BLAME BE OBJECTIVE

ACTIONS

* Try to move the pupil to a quiet area as soon as possible
* Encourage other pupils to move away and praise them for doing so
* Speak as little as necessary but reassure and encourage
* Let the pupil know that you can help them move on from the conflict
* Treat the situation as calm and not sensational, but don’t trivialise it

NB:

Recognise the conflict in the pupil, but remember – he/she is not always like this there is always a way back in.

Important Principle 1

At the worst stage of the conflict:-

* Resist any form of physical contact unless absolutely unavoidable
* If unavoidable – make safe then hands off
* Volume down
* Repeat instructions calmly

Important Principle 2

When pupil is calmer

* Ask simple questions
* Provide choices
* Lead pupils to the answer
* Construct a way back in

During periods of conflict consider:-

* Does your body language say – *I can help you?*
* Should you sit instead of stand?
* Is your verbal language helping?
* Are you using ‘machine gun’ speech?
* Are you raking up old ground?
* Are you clear about the best outcome?
* Are you the best person at this time to de-escalate this conflict?
* Do you want to resolve the conflict or to win an argument?
* Is your facing saying *I’m shocked?*
* Are you embarrassed by the behaviour?
* Are you concerned that the behaviour may be seen as reflecting negatively on your competence?

Important Language

* ‘What was your last instruction’?
* ‘Do you want a way back in’?
* ‘I know you know how to behave?’

**CONCENTRATE ON WHAT PUPILS CAN DO WELL NOT WHAT THEY HAVE DONE WRONG**

How you speak is important

* Quietly
* Slowly
* Calmly
* Finish your sentences on an up-tone

4. **Managing Behaviour**

The Carmarthenshire Behaviour Resource Pack for Teachers is packed full of useful ideas and strategies that staff are expected to utilise in their everyday work in the Centre. Further training and advice is available from the Education and Child Psychology Service. If you wish to speak to a member of the service speak to Head of Centre who will be happy to provide support.

The most effective behaviour management skills are pro-active – prepared, well planned and punctual. Routines, however mundane, are the basis of organisation and stability.

It is also essential to recognize that there is no ‘magic’ solution. Effective behavior management is about building relationships based on mutual respect, empathy and understanding. THIS TAKES TIME.

* 1. **Reflecting on a challenging incident**

**Following a challenging incident:-**

**Questions to ask ourselves**

* What happened?
* What did you do?
* Why did you do this?
* Was it successful?
* What sanctions were imposed and were they at the correct level?

**Communication**

* Did you need support?
* Were your actions in line with Centre policy?
* Has your relationship with the pupil changed – negatively or positively?
* How often did/does this occur?
* Is there a pattern?

**At the time of the incident**

* Did you see the situation develop?
* Did you think ahead for possible problems?
* Did you structure your activity to cater for success?
* Did the quality of your activity in any way contribute to the incident?
	1. **Behaviour Management Skills**

Staff use their expertise and experience to assess each situation and use their discretion in appropriate use of language. Staff are encouraged to adopt Growth Mindset terminology.

**Think and behave assertively, but politely. Use ‘I’ and ‘You’ statements such as:**

* ‘I want you to start now, please’
* ‘You need to start now, please’

**Say what is expected:**

* ‘you need to stay in your seat’
* Ensure pupils are listening before giving instructions, remember the importance of eye contact
* Plan consistently and sequentially – what behaviour is expected, how will I motivate pupils to meet this expectations, how will pupils be accountable for not meeting those expectations?
* Keep the initiative – stay calm, do not be side-tracked, do not argue with pupils, maintain behaviour expectation
* Keep reminding pupils about behavioural expectation, especially before a change of activity
* Recognise when pupils are following the rules
* Use positive reprimands, use tone and body language to convey disapproval – use ‘Jane, stay in your seat’ and not ‘Jane, will you stop wandering around the room’
* Correct behavior by reminding of the rule
* Increase positive recognition
* Aim to increase ratio of approval to disapproval
* Be specific when praising – ‘Well done, Jane. You remembered to put your hand up’, rather than ‘Well done, Jane’.
* Recognise potential flash points

**BE ONE STEP AHEAD – BE PREPARED**

* + 1. **Use of holding and restraint (See separate policy)**

All staff are trained regularly in the use of PROACT – SCIPr-UK® physical intervention techniques. New staff who have not yet received WILL NOT use this approach. The Head of Centre will arrange training for new staff at the earliest possible date. Staff should avoid all unnecessary physical contact with pupils who are in an emotional or challenging state. If physical intervention is required it should follow on from other proactive interventions.

**Staff should always avoid touching or holding a pupil in a way which may be considered indecent.**

Do not attempt to physically intervene if you are likely to put yourself at risk. It may be necessary in some extreme circumstances to remove other pupils from the area rather than the pupil who is causing the difficulty.

**No matter what your status within the centre always ask for and offer help. This is not a weakness nor interfering ….. it is a professional responsibility!**

5. **Protecting pupils (Please see Child Protection Policy)**

All staff should be familiar with the Centre’s guidelines on child protection and safeguarding and refer any concerns only to the designated member of staff. Staff will assist in providing protection and care on a day to day basis by ensuring that they are fully conversant and familiar with all the Centre procedures and policies.

6. **Protecting Staff**

Staff can help to protect themselves and each other by avoiding possibly compromising situations, or other situations where staff feel uncomfortable, e.g. being alone in a room in order to defuse a student conflict.

Further safeguards might include:

* Keeping full and detailed records of potentially difficult incidents
* Membership of a trades union or professional association

7. **Parents and Carers**

We value our partnership with parents and carers and see it as an aid to managing and modifying our pupils’ behaviour.

**Staff must be very aware of the following when considering the role of parents and carers.**

* We should be sensitive to home situations, e.g. separated couples etc.
* We aim to keep contact with parents and carers in response to pupils; appropriate, as well as, inappropriate behaviours.
* All contacts with home resulting from serious misbehaviour must be recorded.

**Possible areas for home school involvement**

* Establish and maintain a partnership with parents/carers
* Home school agreements
* Target setting and review
* Contribution to, and involvement in, the rewards system
* Follow up school work at home

8. **Serious Incidents**

The following are considered to be serious incidents and must always be recorded and reported to the appropriate member of The Management Team.

* Health and safety risks, e.g. climbing on the roof railings, being out of class or off-site unsupervised, serious misuse of equipment
* Substance abuse – any incidents should be recorded using the official forms
* Physical abuse – threatening or actual physical abuse
* Verbal abuse – serious unmoderated verbal abuse directed at staff, unmoderated and deliberate language in any other situation and all forms of verbal bullying
* Property abuse – deliberate damage and theft
* Preventing others from succeeding
* Racial/ homophobic abuse – all incidents to be recorded using official forms (Please see Strategic Equality Policy)
* Bullying – of any description (Please see Separate Anti-Bullying Policy)
* Pupils using phones/iPads to inappropriately film others

Bullying is a serious incident and all examples should be recorded and reported. Staff do not have the option of ignoring bullying no matter how subtle it may be.

Examples include:-

* Physical abuse – never accept ‘only playing Miss’
* Verbal abuse – never accept ‘only joking Sir’
* Subtle displays of power – glances, gestures, etc.
* Blocking another pupil’s way
* Sticking out legs and arms while a pupil is passing
* ‘pulled’ punches and kicks **NB** Martial Arts type actions. These are massively intrusive.

Other – there may well be other incidents which are a combination of all of the above or, for instance, destroying the learning environment or constant abuse of any school rule. (These should be recorded and discussed with a member of the Management Team).

It is essential that all staff know and recognise what is a serious incident and that it is recorded as soon as possible after the incident.

Any member of staff who witnesses or is aware of a serious incident must ensure it is recorded. All recording should be accurate, objective and must convey the incident, not the member staff’s feelings, about the incident. Avoid sweeping statements such as ‘he completely lost it’. Describe the incident in a logical sequence. Incident/behaviour reports should be recorded on Schoolpod. If there is insufficient time or a supply teacher/TA needs to record an incident then staff can use incident file in the staffroom. These incidents will be recorded on Schoolpod at a later, convenient time.

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_**

 (Chairperson)

**Endorsed by**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_**

 (Senior Management Team)