

# Behaviour Management Policy



## *Sandwell Home and Hospital Tuition Service*

Signed by Chair of Governors:	<i>May Banks</i>
Date ratified by Governing Body:	30.01.2019
Date of Review:	30.01.2021



# **BEHAVIOUR MANAGEMENT POLICY**

## **(Including Bullying)**

### **Background**

Many pupils arrive at Albright after a period of trauma associated with mainstream school and/or their domestic situation.

A significant number of our pupils have been the victims of bullying in school and many arrive at Albright with very low self-esteem.

Such pupils will often have developed patterns of behaviour to enable them to cope with their experiences and it is only natural that they will continue this behaviour after arriving at Albright.

### **Some examples of such behaviour are:**

- Withdrawal from peers/adults.
- Non-compliance with adult instructions.
- Reluctance to enter classrooms.
- Inability to concentrate in class.
- Frequent bouts of tearfulness.
- The tendency to run away from difficult situations.
- Inappropriate language.
- Sullen/alienating behaviour.
- Self-harm.

### **Philosophy**

Our aim at Albright is to make pupils feel accepted and valued, regardless of their previous history. We aim to offer them a relaxed, nurturing environment where they can continue their education, feel safe and learn to trust again. To achieve this we need to focus on the positive in pupils' behaviour while working to change the negative. A clear concise behaviour procedure has been developed to ensure that all pupils are aware of the behaviour standards at Albright and understand the consequences associated with specific behaviour. At Albright we believe in teaching pupils that every action has a consequence whether it is a positive or negative consequence.

Staff should always seek to discover the factors which contribute to unusual/unacceptable behaviour and respond to the pupil accordingly giving pupils opportunities to use their specific strategies that have been identified in their pupil portrait. Pupils will be given warnings to modify their behaviour responses and choose more appropriate ways of behaving.

### **Procedure to modify behaviour:**

The following behaviour code is used throughout the Centre and is a consistent approach to ensure pupils make the correct choices in order to maintain a positive learning environment for all. The behaviour code is divided into 3 sections for different types of behaviour –C1, C2 and C3.

<b><u>C1</u></b>	
<b>Disrespect for the learning environment – litter</b>	<b>Recorded and Monitored</b>
<b>Refusal to complete work</b>	
<b>Inappropriate comments</b>	
<b>Interrupting others learning</b>	
<b>Refusal to follow instructions by a member of staff</b>	
<b>Leaving classroom without permission</b>	
<b><u>C2</u></b>	
<b>Offensive comments</b>	<b>Recorded and Monitored</b> <b>Break / Lunch detention</b> <b>Contact parents / carers</b>
<b>Continued refusal to follow instructions by a member of staff</b>	
<b>Not allowing others to learn</b>	
<b><u>C3</u></b>	
<b>Threatening comments</b>	<b>Recorded and Monitored</b> <b>SLT Detention</b> <b>Contact parents / carers</b> <b>Monitoring Report</b>
<b>Aggressive behaviour towards another person</b>	
<b>Any escalated behaviour that affects others learning and safety</b>	

The above behaviour code is introduced to pupils on entry and displayed in all classrooms and communal areas. By consistently using the code pupils have clear boundaries and high expectations to follow.

The number and frequency of pupils gaining the different consequence marks are recorded by staff members and tracked and monitored by SLT members of staff. A

decision will then be made regarding the pupil's behaviour if further action is required.

### **Possible Further Action**

Pupils will be required to complete any missed work due to their behaviour choices in Break or Lunch Time. This ensures that pupils understand the action of their behaviour and gaps in their learning is minimised.

Further actions could be issuing a pupil on a Pupil Monitoring Report to highlight any specific subject areas, time of day or any other factor that could be contributing to their behaviour choices. If any patterns are highlighted, then the appropriate strategies will be put into place with the pupils in order to fully support them in lessons. Specific subject reports could also be used to track and monitor pupil's behaviour in specific lessons.

If a pupil's behaviour causes concern he/she is directed immediately to a C3 consequence where SLT is involved and appropriate consequence are put into place. SLT members will contact parents/carers requesting a meeting to discuss the possible options, these include:

- Bespoke timetable in order to work on strategies to help modify behaviour
- Pupil to be fixed term excluded
- Pupil to be referred back to school due to Albright being an inappropriate provision for the pupil.

The main aim of the Behaviour Code is for pupil(s) to self-regulate their behaviour choices and use the appropriate strategies to aid them make the correct behaviour decisions. It is the policy of the Centre to give help and support to pupils as far as possible to avoid behaviour problems.

Regular contact is maintained with parents/carers, as it is often by working together that we achieve and maintain a pattern of good behaviour in our pupils.

### **Possible Pupil Strategies**

Pupils can have access to a variety of strategies in order to modify their behaviour choices, these include;

- Time Out Cards – monitored and timed

- Stress Balls and Toys in order to regulate their emotional responses
- Use of the Quiet Room – manned by staff member
- Access to individual mentoring sessions

### **Pupils leaving school premises**

Pupils who attempt to leave the school premises during the school day should never be physically restrained. They should be encouraged to stay and an offer should be made of a quiet place (gazebo/quiet room/Home Tuition room) to calm down, followed by non-judgemental discussion of the factors contributing to the behaviour. The Head Teacher should be informed immediately. If the pupil persists in leaving the premises the Head Teacher/Deputy Head Teacher or Tutor will inform parents/carers of the situation as soon as possible.

### **Self-Harm**

Many pupils who attend Albright use self-harm as a coping strategy. While we understand this need, we also aim to encourage pupils to find more healthy ways of coping with negative feelings. Pupils can access both in the quiet room with a member of staff in order to give guidance on self harm thoughts and feelings. Pupils' have the opportunity to work with the Centre Mentor which may focus on self-harm if appropriate. All staff are encouraged to be understanding, to give guidance and to be prepared to talk about self-harm with pupils when it seems appropriate. Centre first-aiders will deal with any open wounds or severe bruising and parents will be informed.

### **Bullying**

Incidents of bullying at Albright are rare but do sometimes occur. Pupils are encouraged to confide in a member of staff and are reassured that the bully will be dealt with and the victim will be safe. Tutor groups or friendship groups are encouraged to discuss bullying and to be responsible for each other by adhering to the Pupil Contract. Pupils who bully are dealt with using the procedures for threatening and inappropriate comments.