

Marland School

BEHAVIOUR POLICY

This policy was adopted by the Governing Body of Marland School on 28th June 2018.

Review Date: 28th June 2018

To be reviewed: June 2019

POLICY SECTION

This combined policy:

1. will be reviewed annually by Governors of Marland School.
2. will be published on the Marland School Web Site for parents and students to read.
3. students will be reminded annually of the policy.
4. staff will be reminded annually of the policy and where it can be accessed.

Our school will be calm and caring place where everyone:

- **FEELS SAFE AND HAPPY**
- **WORKS HARD**
- **CAN ASK FOR, AND EXPECT HELP WHEN NEEDED**
- **KNOWS GOOD THINGS ARE REWARDED AND ENCOURAGED**
- **KNOWS AND UNDERSTANDS OUR RULES AND IS SUCCESSFUL**

Throughout this document the reference to 'parent' also refers to 'carer/guardian'

We want every student to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

AIMS

At Marland we recognise that this policy should relate to the behaviour of and relationship between all members of the school community. We feel that positive relationships are the root of positive behaviour and attitudes to learning and we all have a part to play in building that positive foundation. We believe that in order to create a positive atmosphere and to promote good behaviour you need to consider the whole student. In order to achieve this we are committed to delivering an exciting and challenging curriculum, one that takes into account social, emotional and academic needs, and a behaviour policy that supports students and staff with fair clear systems, rules and boundaries.

This policy has been written after consultation with staff, governors and students. It reflects the values and principles that we collectively consider to be important to our school. This policy should be regarded as a live document and should be referred to whenever necessary. Our policy is underpinned by the following principles:

All members of the school community are responsible for their own behaviour and for fostering positive relationships and communication with others. We firmly believe that children learn by example and that adults must act as positive role models in their own behaviour and relationships.

We believe that we all respond better to encouragement and support rather than negative response. By focusing on the positive behaviour and relationships we can support each other.

We are all members of a learning community and regard any adult or student asking for help in any area as displaying strength rather than a weakness. We strive to create a community where all members feel safe to learn, whatever the role.

We ensure that at Marland School students have the best opportunity to exist within a safe, caring and nurturing environment that enables each to achieve their full potential.

This policy will be applied equally to all members of the school community regardless of their gender, race, religion, sexuality or disability.

OUR SCHOOL AGREEMENT

The school has 5 Golden Rules

1. *In the RIGHT PLACE At the RIGHT TIME Doing the RIGHT THING*
2. *To work hard & let your classmates work hard too; to try your best at all things.*
3. *Show respect for yourself property and each other.*
4. *If it is illegal on the streets, then it is illegal in school.*
5. *We have to live together, treat others as you would like to be treated*

STUDENTS

We all:

have a **RESPONSIBILITY** to ...

have a **RIGHT** to ...

show **RESPECT** by ...

Take part in our lessons
Allow others to work
Ask for help when needed
Be in the right place, at the right time, doing the right thing.

LEARN / TEACH

Working independently and together.
Be in the right place, at the right time, doing the right thing.

Trying your best
Accepting help and advice

Listen to each other

BE HEARD

Speaking respectfully to each other
Listening

To take care of ourselves and others
Show control and make positive behaviour choices
Respect others personal space

FEEL SAFE AND VALUED

Being honest and respectful
Being sensitive to others in what we say and do
Accepting and appreciating our many differences

Show respect for yourself, property and others in and out of school

A SAFE ENVIROMENT

Asking before borrowing
Listen to others and respect those around us.

STAFF

**We all have a
RESPONSIBILITY to ...**

We all have a RIGHT to ...

We all show RESPECT by ...

Plan and prepare interesting lessons and activities

Expect students to complete all the work set to the best of their ability

Making sure the work is differentiated for individual students

Keep students safe and help everyone to peacefully live together

Expect students to listen to staff and act accordingly

Listening to students concerns.

Support students to develop academically, socially, morally and culturally

Expect students to understand that staff are people with feelings as well

Being sensitive to each other's beliefs and needs

PEER ON PEER ABUSE

Staff will use their professional judgement to determine whether an incident between students is abusive (Physically, Emotionally or Sexually), or would be more suitably categorised as bullying or sexual experimentation. If there is evidence to suggest that there was an intention to cause severe harm to a child, this should be regarded as abuse whether or not harm was actually caused.

This guidance should be used in conjunction with the Marland School Safeguarding & Child Protection Policy / Procedure where applicable.

Any concern must be referred to the Designated Safeguarding Lead (DSL) Annette Lee or Assistant DSLs Gareth MacIver, Andy McAuley and/or the new Primary School ADSL if:

- There is a large difference in "power", i.e. age, size, or development, between the children.
- The alleged perpetrator has repeatedly tried to harm another child or other children.
- There are concerns about the intention of the alleged perpetrator.

This policy, in conjunction with the Safeguarding & Child Protection Policy / Procedure guides what staff should do if

an allegation of abuse is made against a child. Steps include:

- Reassure the child that he/she has done the right thing in telling you
- Let him/her know you will need to tell someone else
- Inform a senior member of staff as soon as possible

Where it is deemed appropriate, staff will use the school's anti-bullying procedures to deal with identified bullying issues.

The management of children and young people with sexually harmful behaviour is complex. The Senior Leadership and DSL Teams will work with other relevant agencies to maintain the safety of the whole school

community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

REWARDS

We will seek to reward students in as many as ways as possible, make it personal and individualised:

DAILY AWARDS:

Awards = prizes at the end of the day.

Awards = First choice for activities

Awards = Banking awards to buy something special

Bonus Awards

Termly certificates

Incentive trips

Subject prizes

Termly rewards for high 'Engaged in Learning'

Yearly prize for the student with the highest awards.

OTHER WAYS:-

Phone calls home by various staff

Special trips / activities

Special individual time

SANCTIONS AND CONSEQUENCES

Where sanctions become necessary the first line is the individual staff sanction. This may be followed by referral to a

Senior member of staff where appropriate.

It should be remembered that sanctions should always be:

"as little as you can get away with"

Effective Sanctions are about COMPLIANCE **not** RETRIBUTION.

(if you start with a major sanction is it fair & what have you got to use next?)

Individualise & personalise to the student and what has gone wrong:

Unable to gain awards

Reparation – morning and lunch breaks.

Reparation after school.

Separate timetable

Internal Exclusion

Catch up time

Phone call to parents

Sometimes behaviour in the school day may need to have an impact in the care time

Serious or extreme behaviours that place others at risk, cause major disruption, damage and/or breach DfE behaviour related guidance, may result in the more serious sanctions of FIXED TERM or PERMANENT EXCLUSION, dependent on severity.

You can find other information about our students in:-

- Placement Plans – Ofsted social care requirement
- Contact details
- Risk assessment
- SIP's
- IEP's
- Thrive assessment
- IBMP's
- School files
- SEN EHCP Audit Spreadsheet

HOW WE AIM TO IMPROVE THE LIVES OF OUR STUDENTS

Be consistent, be calm, give clear instructions, ask questions, be positive, invest in positive relationships with each and every student (show them that you like them!), ALWAYS give options to rectify or deescalate a situation wherever at all possible (i.e. do not force students into corners).

Only confront the problem if all of the following apply:

- It stops the problem immediately;
- It decreases the likelihood of recurrence;
- It happens in the right place;
- It happens at the right time;
- The audience is right – other students will learn from it.

Other things to try:

- Put the situation 'on hold' and try to solve it later (perhaps with help);
- Draw on your knowledge of the student;
- Draw on your prior positive relationship with the student
- Use your sense of humour;
- Compromise a bit – give a way out;
- Genuinely seek information from the student involved;
- Use other students or a member of staff to help the situation (for example, a trusted student could be a messenger or act as a supportive friend to the student involved; another member of staff could be contacted to offer further guidance).
- Temporarily '*Swap the face*' (change staff) to deescalate an intransigent situation – come back to it later when things have calmed enough to re-engage positively – "*time is on your side*".

PROCEDURE & PRACTICE

BEHAVIOUR MANAGEMENT BASICS

Proxemics

- Own your space positively – firm but calm & fair
- Whoever enters a space first has more chance of 'owning' or controlling it
- Organise your space to make it easy to manage & remove temptation
- Respect 'personal space' – provocation!
- Always avoid overcrowding with staff
- Read the situation & step away where necessary
- Swap to depersonalise – don't be too stubborn or proud to. Defer dealing with something until later.
- Don't contain if you don't need to (release outside if safely possible – '*cornered rat / fight or flight syndrome. Stop when the behaviour/problem stops*')
- Don't give them what they want (a restraint? a mark to complain about? a diversion from their misbehaviour, etc.)

BODY LANGUAGE & STYLE OF INTERACTION

- Act calm, in control, relaxed (but alert) and above all confident – students with SEMH will always target perceived weakness . Don't over react and take things personally. **ACT IN CONTROL EVEN IF YOU DON'T FEEL THAT YOU ARE !** It can be all about acting and bluff. Read the situation – if it's personalised towards you swap until it calms down & then deal with it – remember the phrase “*time is on your side*”. *Be prepared to listen.*
- Positive body language even if you don't feel like it – most students with SEMH suffer from poor self-esteem and will quickly personalise any negativity you show
- Remember at all times: ‘*We are the adult professionals – they are children with special needs*’
- *Think about what you say and how you say it. Use ‘closed’ requests/phrases and ‘thank you’ instead of ‘please’*
- **CONSISTENCY** . *Apply consequences for poor or non-compliant behaviour*
- Don't make inflammatory / sarcastic / derogatory comments (however much the student may have provoked you.....) or be drawn into a discussion/argument that you won't win
- Don't chip in with ‘*helpful*’ observations..... will only inflame / prolong situation
- Always accept and act on well-meant constructive advice – clarify with others if unsure
- Build positive relationships & bank goodwill for future use – if you don't or can't then you will never succeed with students who have SEMH
- Rigidity: incites & inflames negative behaviour
- Personalised but fair approaches. Clear positive guidelines
- Rigid rules are only acceptable if they are fully justifiable (not just ‘*my standards*’ or historical, etc.....! - clearing tables , minor uniform infringements, evening hot drinks
- Always use incentives to comply rather than sanctions to force compliance
- ‘**Personalisation**’: Understand the needs of each young person, their past life experiences and their current needs – you are highly unlikely to be able to **FORCE** meaningful long lasting positive change but you are likely to encourage & nurture it, even if it takes considerable perseverance and time to do so. When the desired positive behaviour occurs **ALWAYS** reward it.

RESTRICTIVE PHYSICAL INTERVENTION (RPI/Restraint)

- **ALWAYS:**
 - De-escalate..... De-escalate..... De-escalate. **ALWAYS** exhaust all de-escalation options (where practically / safely possible) before considering RPI
 - consider options ‘*[appropriate] humour*’..... ‘*release rather than restrain*’..... *etc.*
 - use PIPs approved methodology
 - only ever use the minimum level of RPI for the shortest amount of time
 - swap staff to depersonalise / calm quicker, don't be too stubborn / proud to walk away yourself if you are the target
- **NEVER:** use RPI as a quicker solution *unless* for essential safety reasons

WE NEED TO ALL WORK TOGETHER TO MAKE THIS WORK....

FURTHER SUPPORTING THEORY & PRACTICE

The following techniques have been shown, for example through the work of Bill Rodgers (2002) to be part of the effective [staff] management of students' off-task behaviour.

Choice:

Gives students some control over a situation which is **less likely to initiate blank refusal**, i.e.:

“I want you to get on with your work or (consequences), it's your choice”

“Are you choosing not to follow our rules on.....?”

Take-up time:

Allows students not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follow an instruction with a pause to allow students time to comply.

Partial agreement:

Deflects confrontation with students by acknowledging concerns, feelings and actions.

Examples include:

“Yes, you may have been talking about your work but I would like you to.....”

“Yes, it may not seem fair but.....”

‘When-Then’ direction:

Avoids the negative by expressing the situation positively, i.e.:

It is better to say: *“When you have finished your work, then you can go out”*

rather than: *“No, you cannot go out because you have not finished your work”*

Tactical ignoring:

May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the student and not the behaviour. Ignore the ‘target’ student but praise the nearby student. If the target student then positively changes their behaviour, ALWAYS praise them.

Consequences and sanctions:

Needs to be in line with school policy and be implemented clearly and consistently.

Deferred consequences:

Deals later with a student who is misbehaving and therefore removes the ‘audience’, that is the rest of the class who are watching the drama unfold, and also avoids a possible confrontation. Dealing with a student in a one-to-one situation is more likely to have a positive outcome. Examples include:

“I'd like to sort this out, Fred, but we can't do it now. I will talk with you at 10.30”

Making sense of the world

Students arrive in a classroom with a set of personal and social constructs about the way the world works. They interpret what happens to them in the light of what they currently understand. If, for instance, conforming to behavioural expectations in a classroom has resulted in widespread approval from significant adults that led to a feeling of self-worth, then the constructs for that student will anticipate more of the same. ‘Getting into trouble’ is more likely then to be a source of shame. Such students will be motivated to re-establish their reputation as ‘good students’.

Conversely, a young person who anticipates rejection or failure is more likely to respond negatively to innocuous comments and feel hurt and angry before other interpretations are considered.

Recent events may have turned a student's world upside down. He may be trying to make sense of what has happened. It is easier to work with this sort of student if your response to his behaviour acknowledges their interpretation of the situation. This means finding out what the behaviour means for the student. It is more useful to ask *“What did you think was going on here”* or *“What did you want to happen?”* rather than *“Why are you behaving like this?”*

The emotional content

Emotions are an integral component of individual constructs. Anxiety and depression are often masked as defiance. As an *'externalising behaviour'*, this is more likely to take up the available attention. By contrast, the sadness underlying fury may not be considered important, as it is not something that needs to be 'managed'. The degree to which an emotion is present depends on what has been triggered recently. If the student has had a terrible weekend, or a negative experience with a previous member of staff then he is more likely to be emotionally volatile.

Feelings are also linked to expectations; i.e. if a student's past experience with studying history has been fraught with failure and conflict, then a history staff might be in for a more testing time than a sports staff, where experiences have been happier. If, however, a positive relationship with a student has been established, then the impact of an event earlier in the day will be moderated by the student's expectations of safety and support.

Staff also work within the framework of personal and social constructs that they bring into their professional role. Their personal constructs will include their own sense of competence and what they believe is required if they are to be considered a 'successful' member of staff within their school. They also bring feelings such as frustration, compassion, interest, competence and anger, which may have been triggered by the school system itself, i.e. they may feel supported as a member of an emotionally literate culture, or fearful of criticism within an authoritarian one.

WHAT WORKS IN ESTABLISHING GOOD STUDENT-STAFF RELATIONSHIPS?

A growing body of research has established that a good relationship is a significant factor in student management. This inhibits difficult situations arising in the first place and provides a cushion when challenges do arise. Relationships develop through what is said and not said, and the messages that are given about values and expectations.

Developing good relationships

Specific actions in developing good relationships can be summarised as follows:

Show the student he matters by:

- Greeting by name, smiling, showing an interest by comments and questions
- Finding something about the most challenging student to like or admire and commenting positively on qualities and strengths. This may position them and their behaviour differently – attributing to them resourcefulness, humour, protectiveness, spirit in the face of adversity, etc. This may give the student an alternative self-concept to work towards;
- Giving regular positive feedback that is specific, genuine and brief
- Showing belief, trust and high expectations
- Showing that their success, safety and wellbeing is of concern

Show acceptance of the person but not their behaviour by:

- Stating what students are expected to do rather than what they shouldn't be doing – information is much easier to hear than accusation
- Using 'I' statements rather than 'you' statements which comment on behaviour
- Not labelling people
- Offering comfort in distress
- Giving choices which give the student some control and promote self-efficacy

Develop a sense of inclusion and belonging by:

- Ensuring that there are experiences which guarantee success –however small
- Ensuring that there is fairness – giving each their turn
- Framing behaviour in terms of equity rights, e.g. *"You are not allowed to hurt another student and other students are not allowed to hurt you"*
- Encouraging students to take a responsibility and giving positive feedback for this

- Using the word "we" and "our" to include not to exclude
- Avoiding unfavourable comparisons or put downs
- Avoiding self-fulfilling prophecies
- Doing everything possible to avoid sanctions that are about exclusion
- Welcoming students back if they have been absent
- Speaking about the student positively to others

Challenging situations

The member of staff who is able to stay calm, acknowledge feelings and show interest in the wellbeing of individuals will win respect and have an easier time. The best way to maximise positive Interaction with your students is by:

- Acknowledging and validating feelings in the first instance before trying to 'fix the problem'
- Giving students time and space to come down from a high level of emotion – not trying to 'get to the bottom of things' when feelings are running high
- Being aware of personal responses and how to regulate emotions such as anxiety and fear
- Being calm, speaking quietly but not being bland – others need to know that what they do matters
- Being prepared to listen – if not at the time then later
- Checking the meaning a behaviour has for a student in order to understand how they come to feel what they do
- Not taking challenging behaviour personally. This is emotionally draining. It is useful for staffs to understand their personal triggers so that students have less chance to succeed in baiting
- Being sensitive to the emotional content of a situation. This means saying things that soothe, rather than exacerbate, difficult feelings. These emotions may be expressed as anger and defiance but also incorporate rejection, hopelessness and injustice
- Using all opportunities to demonstrate concern, care and belief in the young person
- Maximising emotional resources such as having enough sleep, debriefing with a trusted colleague and anything else that ensures that incidents are kept in perspective
- Giving students good models of regulating and expressing emotions – showing students that there are ways to feel better about yourself and express what you feel without damaging other
- Focusing on and building on the positive in any situation rather than maximising the negative, the deficit and the difficulty. This includes conversations with and about the students and their parents. It also includes not being too hard on yourself.

Maintaining professional integrity

Sometimes nothing seems to work. So what do you do? Staff need to behave in a way which is consistent with how they want the student to behave, even if they are currently not doing so. Whatever a student does, staff have choices about how to respond. Focusing on the negativity within the situation wastes valuable emotional resources and damages the possibility of relationship rebuilding. It is better to:

- State clearly and calmly what is expected
- Model appropriate behaviour
- State consequences calmly
- Follow through consistently

This maintains both self-respect and respect for the student. School systems also need to support staff – **but not at the expense of the student.**

Students whose lives have been enmeshed with unsupportive relationships, poor role models and/or values which are contrary to those of the school **do not change overnight**, especially if they are into adolescence. Some are too damaged, too angry and too distressed to trust anyone's good intentions – especially in the short term. But

individuals **do change incrementally over time** if they experience a consistent and emotionally safe environment. Some respond to a respectful approach surprisingly quickly.

A strategy is only as good as the context in which it is embedded – **and relationships are the most significant factor in determining success.** We may not always witness the success but we will hear about it in the future.

What students say about their staff:

- Staff should treat all the kids the same – not having favourites like the ‘good’ students
- Being consistent matters – getting into trouble for something one day because a member of staff is in a bad mood but not another day means you don’t know where you are
- Knowing the students’ names and talking with them about things in their lives makes them feel that they matter
- Staff who don’t shout get more respect. Doing it occasionally / briefly to get attention can be appropriate in certain situations if it achieves the desired effect but should be ceased as quickly as possible once achieved
- Talking as an equal – not talking down to students is good
- It’s good to have staff you can approach, who don’t make you feel stupid when you don’t know something
- Staff should be friendly but not try and be your friend
- Staff should ‘walk the talk’; they shouldn’t expect things from students they aren’t prepared to do themselves
- Staff need to be confident in themselves; then students will have confidence in them
- Staff should know what they are teaching, but not try and be above you all the time
- Staff need to listen – some jump to conclusions about things

Sometimes you have to lose the odd battle in order to win the war

As a member of staff, it’s sometimes easy to slip into the frame of mind whereby you can’t be seen to be wrong – or be seen to ‘lose’ in interactions with students. This is where we can inadvertently react to the ‘secondary behaviours’ of students and not focus on the primary reason for the interaction. For example, reacting badly to a student’s poor body language when they are doing (unwillingly) what you are asking of them is a classic example. What do we seriously expect of them in this situation? They’re doing something that they really don’t want to do, do we really expect them to be (and look) happy about it? We’ve got to realise that the pouting and sulking is their ‘battle’ (their little bit of victory) after the ‘war’ has been lost.

Rewards are more powerful than sanctions – choice is the key!

In any school, the reward system is much more important than that of sanctions. Ridiculous as it sounds, we have had very difficult sixteen year olds almost turning cartwheels for a positive letter or even a phone call home, telling parents how well they were doing. However, no matter how good the reward system is in a school, unfortunately there will always be occasions when sanctions are needed. The key to effective sanctions is that they are ‘certain’ rather than ‘severe’. I believe that sanctions have to be perceived by the students as an irritating inconvenience.

For example, if a student is consistently off-task and not working during a lesson, then it is perfectly legitimate to say something like, “I need you to finish this piece of work during this lesson, Peter. You’ve got 20 minutes left. If you don’t choose to finish it during class time, then you’re choosing to finish it during break/lunchtime/after school. It’s your choice. I’ll let you think about it”. You then walk away, expect the student to be compliant and give him what Bill Rogers calls ‘take-up time’. You are not challenging and you have stated the consequences in a matter of fact and unemotional manner. The important issue here is not to bluff. If the student doesn’t finish the work during class time, then he must finish it in his own time. The powerful message is that, if the student does not make the right choice, the staff can say, “Peter, you chose to miss your break”.

Sanctions need to help learning

'Doing a sanction' can be the easy way for the student, however the problem has not been addressed nor the damage been repaired nor the issue confronted.

'What we do has to be in the best interest of the student *and* they should learn from it'

Working with young people who have significant emotional issues

If staff provide reparative emotional experiences, there is a strong chance that their emotional health and well-being can be improved. This in turn will support the young person so that they can think about their feelings, manage them more effectively, and have more choice about their behaviour.

Young people will do anything to avoid revisiting the pain of past failures and losses. Research shows that young people who have experienced trauma or other negative experiences might 'defend' themselves against it by using some of the following behaviours:

*Denial Excuses Forgetting Distracting Changing topics Avoiding eye contact Anger outbursts
Controlling / domination Challenging boundaries and rules Defiance Blaming deflection
Obsessions*

There are no rules about this though. Similar young people can respond very differently to the same set of circumstances. What is important is to develop a sound relationship with the young person to enable you to respond to their individual experience and personality.

The most important response to a young person is to develop a relationship with him. This takes attention and willingness to '*hang in there*' in the face of frequent rebuffs. Once a relationship is in place, the following behaviours – in response to '*acting out*' behaviours on the part of the young person, can be helpful. You will see that some appear contradictory. In a real relationship, we react differently depending on the whole range of factors: our mood, our sense of what the young person needs today, the need to change the emotional tone of the exchange and so forth. The young person needs to meet us as a real person so the most important qualities to bring to the relationship are self-awareness, humility, compassion and understanding.

If we truly accept these behaviours, they are much likely to change, with or without (the giving of) consequences. If we are habitually annoyed with the behaviours, they will resist change. The defences are developed in response to fear and lack of safety. They will decrease as secure attachments bring safety, comfort and feeling understood within an emotionally predictable (setting).

SANCTIONS / RESTRICTIONS / REPARATIONS

Do they work?

We do need to do something, especially for more serious disruption/non engagement.

What are we trying to achieve?

Is the student just 'doing a sanction' and not addressing the issue?

Perhaps try something else. Don't immediately jump to the sanction option. There may well be valid reasons why a student has acted in a particular manner, e.g. difficulties at home, relationship issues, lack of confidence, etc.

Try to look at the overall picture as to why they are not coping rather than immediately judging it to be rule breaking for the sake of it.

They may just be trying to engineer another confrontation. Focus on students making good in a positive way. Sanction/Restriction sounds negative and punitive.

Reparation is more open and may include restriction, etc. It is all about making good and building the relationship.

If we moan they will moan

If we get cross they will think it's OK to get cross

If we look too busy to listen then they will look too busy to listen

if we cut them off they will cut others off

If we look in a panic they are more likely to look in a panic

If we inspire, they will inspire

if we coach others they will coach others

if we show respect and high expectations, they will also

If we demonstrate emotional intelligence and kindness, they will develop it too

ALWAYS TREAT OTHERS HOW YOU WANT TO BE TREATED,

i.e. with genuine / explicit:

RESPECT

COMPASSION

CONCERN

&

CARE