CRANBURY COLLEGE

Behaviour Management Policy

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Principles underpinning the Behaviour Management Policy.

The Education and Inspections Act 2006 requires Governors to make, and from time to time review, a written statement of general principles to guide the Headteacher and staff in determining measures to promote good behaviour. This statement has been adopted by Cranbury College, following consultation with the staff. Young people, parents and carers are made aware of these principles during their induction following a referral to the College.

At Cranbury we value everyone as an individual, capable of growth, change and development despite previous behaviours associated with their Social Emotional and Mental Health (SEMH) difficulty. Our motto: "Your Future Starts Here", guarantees that we work unstintingly with young people to help them achieve their absolute best in terms of academic outcomes. Additionally staff work closely with pupils to encourage and support them to take more responsibility for their behaviour so that they can move successfully into either further Education Employment or Training (EET). Unacceptable behaviour is always challenged in an appropriate and systematic way.

Our relationships are underpinned by the principles of, equality, mutual respect, fairness and consistency. We have high expectations that support the development of young people as effective and responsible citizens.

The purpose of the behaviour policy is to encourage the best possible behaviour from all of our young people and we endeavor to work alongside pupils and parents/carers to plan individual approaches to maintain positive conduct.

Our priority is to encourage good behaviour by:

- Creating a climate in which the management of behaviour is: "Firm, Fair, Flexible and Forgiving".
- Recognising that low self-esteem is very often the root cause of many of the challenging behaviours that we see at the College – although also recognising that young people with low self-esteem can behave in quite different ways.
- Providing a relevant and appropriate curriculum which is tailored to meet the individual needs and preferred learning styles of the pupil to promote **independent learning**.
- Teaching pupils the skills required to moderate and temper inappropriate behaviours.
- Helping pupils to take responsibility for their own actions and develop a level of accountability and to promote **independent behaviour** management.
- Dealing with unacceptable behaviour promptly and fairly with minimum fuss and in a consistent and logical manner
- Promoting a consistent approach to rewards and sanctions from all staff
- Working closely with families / carers and their child to develop healthier communication strategies which foster improved relationships.
- Ensuring that all staff are appropriately trained to manage the complex needs of young people with significant and complex SEMH difficulties.
- Encouraging young people at the College to support each other re self-regulation of behaviour and as such providing opportunities for **independent leadership.**

BEHAVIOUR MANAGEMENT POLICY

Firm. Fair. Forgiving.

Rationale

Cranbury College provides an education for young people with significant and complex Social Emotional and Mental Health (SEMH) difficulties. It is recognised that as a result of these difficulties, behaviours can be challenging. However, we have a fundamental belief that young people are at their happiest when they are behaving well. When students are behaving, they are ready to learn and when students are learning their behaviour improves. As young people's behaviour and learning improve together, so too do their attitudes and personal development.

Developing positive relationships and providing an engaging and relevant curriculum increases the chance of effectively changing behaviours and promoting self-management of behaviour and so independent learning, behaviour and leadership. This ensures that young people leaving the College are in the best possible place to successfully transfer into further Education, Employment and Training (EET).

Our whole school approach to behaviour management is central to ensuring that a safe environment is created in which young people can thrive in a structured, supportive environment which enables them to reengage in learning and achieve academic progress.

The principles of restorative justice are used daily when managing conflict between members of the school community and this reflects the College's belief that young people can modify their behaviour and learn from their mistakes. The role modelling of appropriate behaviour by College staff is crucial to this process and shows the importance of the College's
Recruitment and induction procedures

This policy should be read in conjunction with the following:
- ➢ Anti-bullying policy
- ➢ Physical restraint policy
- ➢ Code of Conduct

Aims:
To support young people to manage their behaviour so that learning takes place in all lessons.
To promote independent behaviour particularly during less structured parts of the day such as lunch times.
To ensure that all young people and staff feel safe at all times.
To prevent bullying so that all young people feel respected regardless of gender, race etc
To ensure that all staff understand that it is their duty to identify and address all inappropriate behaviours. However, we recognise that changing behaviour does not take place overnight and so we celebrate small steps whilst accepting that there will be many disappointments and setbacks.
To ensure that all staff own, know and understand the policies for the promotion of positive behaviours and attitudes.

If the procedures and policies are consistently followed, the conditions in lessons and around the sites will be right for students to learn to behave appropriately.

Strategies

A. Preventative: Creating the Climate
- • Relationships: understanding the nature of the behaviours associated with SEMH difficulties helps to determine the care needed in developing relationships with the young people.

When this is a positive one based on mutual respect and trust, it can be the key to supporting a young person to manage their behaviour better. When there is trust and the young person feels safe, challenging inappropriate behaviour is far more effective.

- Language: At its best, the way in which staff speak to young people can encourage positive behaviour. At its worst, inappropriate language (**what** is said and **how** it is said) can escalate a situation and result in a young person's behaviour deteriorating.
  The use of humour is an invaluable strategy to engage and build positive relationships. However, sarcasm should not be used as it is not always understood and can lead to a young person feeling humiliated and embarrassed.
- Positive language and the use of praise are powerful ways to support a young person to behave well.
- Structure: Young people with SEMHD, often work best when there are well established structures to the learning environment. This reduces the anxieties associated with unexpected change and inconsistency.
- Focusing on learning is essential and improving behaviour means that more effective learning is taking place enabling progress to be made.

B. De-escalation.

When students come into conflict they are likely to: Be very argumentative; Be inflamed by an audience; Speak and shout abusively and irrationally; Interpret innocent gestures as threats; Interpret innocent questions as accusations; Be unable (at least at this point) to recognise their part in the conflict

All staff are trained how to deescalate a situation if a young person is becoming angry either with another student or a member of staff.
Each young person has a risk assessment and a behaviour management plan in which de-escalation strategies for that specific young person will be identified.

How to de-escalate:

- Try to move the student to a quiet area as soon as possible
- Encourage other students to move away and praise them for doing so
- Speak as little as necessary but reassure and encourage
- Acknowledge the anger even if you do not understand why they are feeling as they are.
- Let the student know that you can help them to get to the next step – you *can* move on from the conflict
- Treat the situation as calm and not sensational but don't trivialise it.
- Resist any form of physical contact unless absolutely unavoidable

C. Manual handling

All staff are also trained to use physical intervention. This is only ever used as a last resort and after an incident where a physical intervention has been used, there is always a debrief at which staff reflect on what was done and
it is important that staff distinguish between strategy and techniques.

Approach to behaviour management and strategies.

Approach:

- Do you want to resolve the conflict or to win an argument?
- Are you the best person at this time to de-escalate this conflict?
- Are you concerned that the behaviour may be seen as reflecting negatively on your competence?
- Are you trying to move the process along too quickly?
- Are you always willing to forgive the young person – there must always be a consequence to the behaviour, even if the member of staff feels that the student is manipulating the situation, accepting any offer of compliance is likely to be more profitable than rejecting it inappropriate behaviour but are you willing to accept an apology and give them a fresh start?
- All threats become meaningless unless they are carried out. Explaining the inevitable consequence of a particular course of action means that staff must be prepared to follow it through. Do not threaten any sanction you are not prepared to carry out.
- Praise is an extremely effective strategy to support young people to manage their behaviour. This is particularly important during the first ten minutes of a lesson / activity. Ensure that this is genuine and deserved.

Language:

- Is your verbal language helping? Are you using too many words, giving too many instructions?
- Ensure that you do not allow yourself to be drawn into an argument. It is often best not to answer a question asked in anger.
- There is no place for hostility when staff are dealing with students. It may be appropriate to express sadness, disappointment or even anger at something that has happened but never hostility towards the student. If students begin to think you do not like them, it is time to change the way you are behaving
- Are you clear about the best outcome for the young person? Are you offering a 'way out'? "Shall we go somewhere quiet so that you can calm down?" It is up to the adult to do the creative thinking and try to think of ways out for the student. Often students have backed themselves into a corner and cannot think of a way out without losing face.
- Are you concentrating on what students can do well not what they have done wrong?
- Are you acknowledging co-operation? I am pleased to see that you can calm yourself down.
- Are you raking up old ground?
- Are you accusing?
- Are you talking quietly and showing that you are not angry? Shouting is never an effective strategy although a raised voice is, especially if this is rarely used.
- Avoid making threats which are inappropriate and,
- Acknowledge their anger and that they are upset: "I am sorry that you are so upset".

Body language

- Are you looking calm and in control?
- Are your facial expressions friendly and non-threatening?
- Is your body stance non-threatening: Should you sit instead of stand? Are you avoiding using any form of touch?

- Does your body language say – I can help you?
SANCTIONS

Sanctions are used at the College to:

1. Provide a consequence to inappropriate behaviour
   and
2. Support the modification of future behaviour

There is a range of sanctions available that staff can use to support their behaviour management: low point scores on progress sheets, detentions, phone calls home and something as simple as a member of staff expressing their disappointment.

In addition to these, for more serious breaches of school expectations the following may be used.

Internal Exclusions – these are used as a consequence for inappropriate behaviour and as
- Always consider the supervision of a student who is behaving inappropriately or is unsafe.
- Draw up a timetable as quickly as possible and inform staff who are required to provide supervision or work.
- In consultation with the referring staff, agree the requirement and target for return to lessons and inform the student.
- Ensure that internally excluded students have no contact with other students.
- Make separate arrangements for lunch, other breaks and detentions which avoid the student having contact with the rest of the college.

Fixed Term Exclusion

This sanction is only used for serious breaches of discipline or the College's code of conduct. A Phase leader must discuss with the Head Headteacher, or other member of SLT in the absence of the Headteacher, and if it is agreed that a fixed term exclusion is required, the student should, if parental permission is gained:

- Leave the college premises immediately.
- Be escorted from the college premises by the Centre Manager.
- Be told clearly how and when they are to re-enter college.
- Be given a letter explaining the exclusion for parent(s)/carer(s).
- Have no contact with other students on the college site until formally re-admitted by the College Leadership Team.

All staff must remember:
- Exclusion is never to be threatened by any member of staff.
- Only the Headteacher may authorise an exclusion.
- A returning student has a re-entry meeting and is then to be given a fresh start by all staff and be supported in the case of any provocation from other students.
- Restorative Justice is often a means to rebuild relationships following a conflict. It is also used to role model the language that can be used to demonstrate that remorse is felt and a desire to start afresh is wanted.