

Le Murier School Behaviour Management Policy



Policy statement

Le Murier is committed to developing and promoting appropriate and socially acceptable behaviour by both students and staff to ensure the emotional health and well being of all. Everyone has a norm of behaviour and we all adapt our behaviour to fit into the different environments that we encounter. If, however, our behaviour is unacceptable for society / school, then problems arise. We recognise that, for some students, the setting of boundaries and understanding of rules may require additional support and/or an individualised approach. We, therefore, have to help students to adapt their behaviour to the different environments that they will encounter; for the school to achieve this the following behaviour policy needs to be understood and learning environments created to apply it. It is also important to have a consistent approach from staff to achieve this. The behavioural policy is based on the delivery of a curriculum which is relevant, differentiated and gives the students the experience of success. It needs to be delivered in an environment in which

- all students and staff feel valued
- students trust that they and the staff are working towards the same goals
- students are helped to face up to their problems in a way which does not make them feel undervalued
- all incidents are followed through and resolved
- consequences of actions are clearly understood so that students can make choices
- the rights and responsibilities of all people involved are clearly stated and then honoured

Aims

The aim of Le Murier is for the students to be active, productive and emotionally secure members of the community and to be fully included within society. This Behaviour Management Policy will support the whole school philosophy by having the following aims:-

- to enable students to take responsibility for their own actions and to develop coping skills
- to enable students to develop ways to manage their behaviours as well as developing appropriate means of communication
- to enable students to improve their decision making skills and make good choices
- to promote students' self esteem and enable them to become assertive in their dealings with other people
- to involve parents/carers in the management of student behaviour
- to ensure a safe, well-ordered environment, conducive to generating a positive climate for learning
- to provide preventative strategies
- to reward good behaviour and achievements

The Policy Coverage

This policy applies to **ALL** members of the school community.

All have the right:-

- to be treated with fairness, consideration and respect
- to be safe at all times
- to teach and support learning and be taught without unnecessary interruption and to receive support from all colleagues
- to bring about change for the good of everyone
- to express an opinion
- to ensure their property is secure
- to work in a safe, clean and friendly environment

Our responsibilities are:-

- to treat everyone with fairness and respect
- to ensure the safety of ourselves and others
- to work to the best of our ability without distracting or disturbing anyone else
- to enable appropriate learning in a stimulating environment and to provide support for colleagues
- to be properly and appropriately attired
- to be supported to accept change and adapt accordingly
- to value others' opinions
- to provide and maintain a safe, clean and friendly school environment
- to ensure the security of all belongings

Our Rules:-

Students and staff are expected to:-

- be on time for lessons
- have the correct equipment for lessons
- move quietly around the building
- be in the correct place at all times
- only leave the building with permission and through the correct exit
- leave unsafe or valuable property at home (unless permission is given)
- ensure the rights of others by following the responsibilities above at all times

Rewards for good behaviour

- Positive signs and facial gestures and verbal praise given individually or during student departmental meetings
- Awarding of House points
- Giving of privileges and responsibilities, independence as appropriate
- Opportunities for free choice
- Good work shown to other students, teachers and Senior leaders as appropriate
- Displaying of work
- Cups and certificates awarded throughout the year in assemblies
- Positive feedback in marking of class work and home work
- Contact with parents to celebrate positive achievements in home school books, by email or telephone and postcards
- Wider opportunity for College and Work experience placements

Sanctions

Consequences for unacceptable behaviour should be consistent, logical and immediate (e.g. relate to the behaviour) and teacher intervention should move from the least to the greatest level of intervention.

Sanctions available are:-

- a look / non verbal signal
- student spoken/signed with
- re-direction or distraction strategies
- proximity control by teacher
- visual sign where appropriate
- positive correction approaches (i.e. making clear to the student what they should be doing)
- moving a student/isolation
- student spoken to at the end of a lesson
- removal with support assistance
- time out
- removal to another colleague
- removal to a senior member of staff
- break / lunch detention
- loss of privileges
- report
- letter home
- parents / carers invited into school
- exclusion (categorise)

Where a student is in danger of harming themselves or others, removal requiring physical intervention by a trained member of staff (Team Teach approach) will be used only as a last resort and within the guidelines. This needs to be reported immediately.

Quality Assurance and Recording

Any behavioural concerns will be discussed and reviewed in staff and departmental meetings. Any serious incident should be recorded on the student's behavioural profile on SIMS (or in departmental behaviour file) and, if appropriate, on an ABC monitoring chart. For some students it may be necessary to carry out an individual risk assessment as well as a positive handling plan or a support plan. Types of behaviour include:-

- i) Total non co-operation with a member of staff
- ii) Behaviour requiring unplanned removal from class
- iii) Abusive/ violent behaviour to students/ staff
- iv) Threatening behaviour to students / staff
- v) Self-injurious behaviour

Any incident of violence to staff or students causing injury should be recorded immediately on the appropriate form available in the school office and recorded on SIMS.

Involvement of External Agencies

When it is thought that the school needs additional help in meeting the individual needs of a student, advice / support / assistance may be sought from a range of external agencies

Individual Behaviour Plan

When a student's behaviour is causing concern and is regularly requiring more input than usual classroom management strategies, an IBP will be drawn up, wherever possible with involvement with parents / carers. This will be reviewed, where possible, with the student.

Responsibility for policy

All staff and students share ownership and responsibility for implementing and monitoring the policy. Where appropriate, advice from outside professionals will be sought to support the implementation of the policy.

Scope of the Policy

This policy applies to all students and all staff. All new staff and students will be made aware of the policy during their induction. The successful implementation of the policy depends upon a whole school approach.

Date: April 23rd. 2014

Review date: as needed

Signed:

..... (Headteacher at Le Murier School)

..... (at Le Murier School)