

***Wilds Lodge School***

**BEHAVIOUR MANAGEMENT POLICY**

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After consultation with: The School Leadership Team

Safeguarding Team

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**1. Introduction**

Students are placed at Wilds Lodge because they have social, emotional and mental health difficulties. They have often proved to be difficult, challenging, and provocative in other school settings. They may be beyond parental control. We offer a model of educational, social, and psychological intervention. An appropriate system for managing behaviour is one of the keys to the success of the school. This document outlines a number of ideas to ensure a consistency of approach by all members of staff.

The document draws on guidance from the Education and Inspections Act 2006, DCSF Guidance on Pupil Behaviour and Discipline Policies April 2007, DfE Guidance on the Use of Force to Control or Restrain Pupils 7/11, Legislation on Keeping Children Safe in Education September 2016, Safer Recruitment in Education 2007 and Guidance for Safe Working Practice for the Protection of Children and Staff in Education 2015 and, Use of reasonable force, DfE 2013, Equalities act 2010.

**2. Aims:**

Within the wider school aims, it is possible to identify a number of objectives specific to achieving good behaviour. These are:

* To establish a clear ethos and level of expected behaviour. This is made explicit in the Code of Conduct which is included within the Student Handbook.
* To provide a secure and caring environment that is orderly, safe and consistent.
* To provide external boundaries where required, but to assist and encourage students to develop their own controls.
* To develop structures whereby students can reach their full academic, social and psychological potential.
* To reward and celebrate good behaviours.

**3. Objectives:**

The following objectives have been identified in order to enhance the quality of life in school and to promote effective academic and social learning:

* To reward and celebrate positive achievement and, by the judicious use of intervention, emphasize the undesirability of behaviours which adversely affect the student and others around him.
* To create an environment that promotes equality, diversity and inclusion.
* To provide a system whereby a student’s behavioural progress and the behavioural climate of the school can be closely monitored.

**4. Orientation:**

This document does not explore the underlying theories and ideas that inform our systems for managing difficult behaviour. Instead, the intention is to identify in as straightforward a manner as possible, the structure and sequence of our procedures. It is a practical system for intervention. The philosophy is important, but it is well documented in other papers. If all staff follow these guidelines carefully, we will have a consistent method of intervention throughout the school. Difficult behaviours go hand in hand with working with SEMH students. A commonly understood policy, therefore, is vital if we are to contain, shape and re-direct these problem behaviours in a more productive way. A clear, commonly understood and professionally shared structure for coping with a range of problem behaviours offers consistency to students as well as staff. **Such an approach does not lessen the individuality of students or diminish the responsibility of staff to intervene in ways that are intuitive and personalised**.

In applying these principles we will automatically be able to identify which problem behaviours deserve more intense and different forms of therapeutic support. The trivial and commonplace can be sifted out from the more serious. We can, as a staff, contain the ‘containable’ and pass on the ‘unmanageable’ for different forms of intervention. We need to make distinctions in this way between behaviour which is properly manageable within the classroom and house settings and that which has much deeper psychological implications. Identifying and ‘ranking’ problem behaviour in this way is essential to the effective daily working of the school. Staff then know what to cope with and what to ‘pass on’. An effective whole school policy, clearly articulated and generally understood, is an absolutely vital factor in the successful daily working our school.

We need to identify the following:

* How does a behaviour management policy work within our context?
* What are the difficult behaviours we wish to manage?
* How do we manage these behaviours?

**5. How does a behaviour management policy work within our context?**

The behaviour management policy must be seen as a strategy for managing behaviours as part of our operational style - a function of the organisational approach rather than as a substitute or alternative to individual therapeutic support. We are not a ‘behaviourist’ school. We see this policy as an organisational feature of our psychodynamic approach.

With this point in mind, we see our whole school policy formanaging difficult behaviour as an adjunct, a supplementary set of procedures, which complement our therapeutic procedures. In this way our policy is in no sense antagonistic to our therapeutic approach; it is supportive in terms of its potential for organisational and professional consistency.

Our ‘whole school’policy allows all staff to play as important part in identifying and managing problem behaviours. It helps to avoid a few senior members of staff becoming over-identified as interventionists. The emphasis is upon team understanding and everyone knowing and feeling able to operate within the collective guidelines.

**6. What are the difficult behaviours we wish to manage?**

A clear distinction needs to be drawn between those behaviours which may be thought to lie properly within our whole school management policy and those which do not. If we fail to do this, our plans will be useless. We must not elevate the collective policy to the status of a ‘cure-all’, a panacea for all eventualities.

**These are some of the things it can do effectively:**

* Provide consistency of handling;
* Provide generally understood rules;
* Allow us to identify and maintain good routines;
* Allow us to maintain good work habits and standard amongst students;
* Allow us to establish and maintain stability and predictability within the daily functioning of the school;
* Create a peaceful and well-ordered social climate;
* Establish generally understood rules, work standards and social expectations in the classrooms and residential houses.

**These are some of the things it cannot do:**

* Replace, or ever be allowed to replace, our personalised approach to treatment;
* Create a personalised atmosphere within which the unique individuality of our students can be fostered.
* Usefully be applied to behaviours which are located in personal emotional distress, reactive to home circumstances, or the consequence of deep psychological disorder;
* By-pass individual and group therapeutic procedures and psychological support.

It emphasises order and structure and can be in danger of placing the ‘rules of the organisation’ above the needs of the individual.

# 7. Some difficult behaviours for ‘whole school’ management

Having acknowledged some of the advantages and disadvantages, it is possible to identify the sorts of difficult behaviours which we would expect our whole school policy to be effective in managing.

These are some of the more commonly encountered behaviours which occur regularly amongst our students and which we need to handle as part of our whole school approach. These behaviours are appropriately placed within the category of ‘management’ difficulties (as opposed to individual psychogenic difficulties).

* Being late for class;
* Failure to observe classroom routines;
* Deliberate avoidance of class;
* Walking out of class without permission;
* Being late for assemblies;
* Deliberate destruction of class work or materials;
* Producing poor standards of work deliberately;
* Distracting and pestering other students;
* Being disruptive in class;
* Trying to dislocate classroom procedures;
* Shouting; swearing; silliness in class;
* Provoking other students;
* Physically threatening or striking other students;
* General aggression and unco­operativeness in class;
* Rudeness to staff and students;
* Showing poor self-control and bad temper;
* Failure to complete reasonable work requirements;
* Appearing dirty and untidy;
* Destroying clothes and personal possessions;
* Stealing;
* Bullying other students;
* Emotional and social intimidation of others;
* Hurtful comments;
* ‘Winding up’ others;
* Encouraging other students to fight;
* Selling or swindling activities with a view to depriving other students of goods or money;
* Deceitfulness;
* Damage to property and possessions.

No doubt staff will be able to think additional aspects of problem behaviour which needs to be managed effectively. What should be emphasised here is that all of these behaviours can be handled effectively if we have a clear set of responses and we all, as a team, implement these responses with consistency and skill.

**8. How do we manage these behaviours?**

Firstly, a **positive approach** is essential.

It is all too easy for us to fall into the institutional habit of thinking in terms of punishment.

**It is far better for us to think in terms of positive encouragement, systems of praise and reward, of celebration of success.**

This is our first principle - that we try to create an ethos of positive achievement within which our students can respond to encouragement of a personal and material nature. In this we seek to promote the notion of a ‘**success identity’** in our students.

Within this climate difficult behaviours are less likely to occur. Interesting, well-structured situations (both inside and outside classrooms) keep students in a more reasonable and co-operative frame of mind.

**We adopt some of the following forms of encouragement:**

* **Personal Encouragement (Subjective system)**
* Personal praise and reward;
* Good caring relationships between students and staff;
* Mutual respect; sensitive interpersonal exchanges;
* Time for talking and thinking;
* Helping with personal problems;
* Strong relationships between families and school;
* Signs of personal approval;
* Experiences of success and achievement;
* Unconditional personal acceptance of child;
* Personal warmth and affection;
* **Celebrations of Success (Objective System)**
* Merit Awards/Sticker Charts

­ These are used successfully by several members of the teaching and house staff. They can be employed to recognise personal effort and a positive attitude, as well as successful work in class.

##### Certificates: Excellence Awards and Stickers for Merit.

##### These are generally and readily used by all teaching staff to encourage daily efforts in the classroom. They supplement the merit awards described above. They take the form of brightly coloured ‘visible signs’ of success. They are awarded for any form of good work in the classroom. Usually these awards are fixed against the appropriate piece of work and can be countersigned for additional effect by a senior member of staff.

##### Again, all staff are encouraged to work out their own systems of ‘conversion’ into rewards because they best understand the needs of their own class and house groups.

##### End of term treats, presents for effort (books etc), trips out are often tied into the objective system of celebration.

* Other means of celebrating success:

In addition we employ further techniques which take an individual pupils success out into a wider audience. For example, we often do one or more of the following things:

* Send examples of good work home for parents/carers to see.
* Present good examples of work at school and house group assemblies.
* Display good work in classrooms and around the school in display areas.
* Maintain a ‘portfolio’ of the student’s best pieces of work.
* Collect examples of students’ school work for presentation at annual reviews so that parents and visitors can add their encouragements to ours.

It will be understood that there are some necessary differences between the objective systems of praise and reward which exist in the different key stages. Some rewards are obviously going to be more ‘age-appropriate’ than others and we keep this in mind in devising our systems.

**8. The Code of Conduct**

It is also important that the students themselves are constantly made aware of their own responsibilities. Hence we have devised the following **Code of Conduct**:

**CODE OF CONDUCT FOR EACH STUDENT IN THE SCHOOL**

**You Must At All Times Observe The Following Rules:**

1. Show tolerance and respect towards other people. Bullying, racism and sexism will not be accepted in any form.

2. Help create an atmosphere in which everyone can live and learn peacefully and effectively.

3. Move around school sensibly and with regard to the wishes and needs of other people.

4. Keep the buildings and grounds clean, tidy and welcoming.

5. Respect other people’s property.

6. Consider our reputation when you are out of school. Everybody at Wilds Lodge is judged by your behaviour.

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The Code of Conduct has been designed so that everybody has the opportunity to live and learn in peace. It covers the behaviour we expect from all students in lessons and around the school.

Every student in the school will have a copy of these requirements in the ‘Student Handbook’.

It is anticipated that members of staff will frequently use this code as a basis for individual and group discussions, in classrooms and in house groups. It draws regular attention to personal responsibilities and to the climate of interpersonal consideration that we are trying to create.

**Our policy so far can be identified as a whole school approach which is predominantly orientated towards commending positive achievement rather than sanctioning negatives.**

It must be emphasised to all staff that it is also in addition to, not in place of, those professional attributes which we have always traditionally relied upon. For example, teaching staff know that our policy is useless without the professional virtues of consistency of handling, good personal example, thorough preparation, reliability, etc. These are all made explicit in our guidelines for good classroom and teaching practice.

The effectiveness of our policy, indeed its success or failure, depends on the willingness of every member of staff to put it into practice. In many areas the teaching and child care staff will need to communicate and to work as an integrated team in order to maintain the consistency of our approach.

**9. Celebrating achievement with the house groups**

In the care context achievements will also need to be acknowledged and celebrated. The granting of privileges and seniority within house care groups is very much something for the team leaders to decide with their staff teams. These matters have always been left to the discretion of the staff in charge. However, realistic privileges might include some of the following possibilities:

* Opportunities to gain a little additional money;
* First choice of certain activities;
* TVs/laptops/games machines in the bedrooms;
* Coffee/biscuits during evenings or special times;
* Use of computers/classrooms etc. during evenings;
* Trips out alone, to cinema, shopping etc.;
* Special areas of trust and responsibility;
* Permission to follow certain activities unsupervised;
* Being allowed to stay up later; weekend privileges etc.

## Experiencing Responsibility

Merely ‘talking sense’ and talking about responsibility is not sufficient. Young people have to experience taking responsibility. They have to experience success and need to experiment with forms of personal responsibility. Privileges should involve personal responsibility for the self, for others and for the school itself. Our students need practice in the exercise of personal authority and self-regulation. This is a very important aspect of our whole school policy for re-directing difficult behaviours into more constructive and contributive areas of personal responsibility.

# 10. Wilds Lodge News and the school’s website and ‘Facebook’ page

The school magazine, ‘Wilds Lodge News’, appears every July and is produced professionally to a high standard. It is a very useful medium because, not only does it bring the school’s activities into the homes of our students and to the attention of referring agencies, but also it allows us to highlight positive achievements by our students and to display some excellent pieces of school work. Once a piece of work or a photograph has been included in an edition, it then becomes part of the permanent record of the school.

The school website offers similar opportunities to the school magazine, except that it does not offer the same permanence. The ‘Facebook’ page has an immediacy that is unmatched by the other two, but because not all parents (or pupils) have signed up to this social networking site, it does not always reach its intended recipient. Nevertheless, students enjoy having their achievements posted for others to see.

## 11. A whole school policy on sanctions and difficult behaviour

Encouragement systems are largely preventative measures, but there will be times when students will display unacceptable behaviours and staff will need to respond appropriately.

* What should staff do when certain things go wrong?
* What system of response, intervention and support is available as part of our whole school policy for management?

## i) System of Response

During the school day, a whole range of behaviours are seen which need to be contained and handled within the classroom setting or by additional back up for teachers by pastoral or senior staff. These behaviours have already been described in an earlier section.

## ii) Procedure for Response

a) Every teacher should try to contain and handle situations as they arise within the context of the classroom.

b) When it becomes obvious that this cannot be achieved, the teacher will need to ask for assistance.

c) The teacher must decide whether a student is removed from the class and whether she/he (the teacher) removes him or whether an available senior colleague or member of the pastoral care team is asked to assist. It tends to be better in most cases for support to occur at this stage so that teachers have the minimum disruption to the rest of the class.

d) The pastoral care specialists will be able to respond to a range of requests at any particular moment. They are available at all times and are a permanent presence around the school.

e) Staff will complete a logical consequence on behaviour watch when a follow up is required due to unacceptable behaviour. These are all signed off by a senior member of staff.

Other members of the Senior Teaching and Care Teams will also make themselves available at the earliest opportunity to assist in more serious matters that occur during the school day.

**iii) Additional support.**

It will be evident that the counselling team has not been included in the response team for immediate intervention.

There are good reasons for this:

* All teaching staff know that most of the difficult behaviours needing to be managed are infringements of the daily routine, work standards, etc. Classroom absenteeism, squabbling over materials, teasing etc. are not behaviours which need psychological intervention. These behaviours do not usually require removal from class and working through.
* We want to place routine irregularities of behaviour within a properly structured system of classroom control, by teachers, and with expectations that such behaviours are seen as manageable within the educational procedures of the school.
* We do not want psychological staff to be drawn into situations which are eminently tasks which the teaching staff can handle and manage.

# iv) More serious problems of behavioural management

The above system will ‘filter out’ most of those interventions which can properly be handled by a consistent whole school policy.

It is obvious that a number of instances will arise when behaviour is clearly seen to be in need of a different and more individualised response.

When really serious problem behaviours occur and when situations do not respond to our normal policy of management, therapeutic staff will be consulted and asked to make a more intensive and psychologically orientated intervention. A pupil strategy meting will be held with all relevant members of staff including therapists and the Educational Psychologist to consider all aspects of behaviour and strategies.

Crisis interventions have always received immediate and skilled responses and this policy will continue. These interventions cannot be predicted. They cannot, given the severe problems of some of our students, be expected to be coped with by ‘whole school policy’ approaches. It would be against our psychodynamic philosophy to attempt behaviourist approaches to these situations. We have no belief in isolation techniques, time-out rooms, etc. We shall continue to follow a psychotherapeutic style which has a continuing emphasis upon the exploration of feelings and present behaviour. In depth working through of serious behaviour problems remains a central feature of our ‘therapeutic management’ at this level. There is, of course, our on-going system of individual and group therapy which also makes a contribution to the overall management of students’ interpersonal problems.

# 12. Sequence for Intervention

Our sequence for managing problem behaviours, therefore, may be simplified in the following stages of action:

A Individual staff member assesses the nature and severity of the problem behaviour.

B Staff member decides whether it is to be managed within class.

C If not, supportive intervention is requested immediately.

D Pastoral care staff will respond and intervene with students appropriately.

E Teachers, Care and pastoral care staff will record and communicate these interventions. The Principal will contact outside agencies and parents/carers, if necessary.

## 13. Sanctions

Where do sanctions or punishments come into this policy?

This is a very difficult area. It is more sensible to elaborate and strengthen our collective system for rewards and celebrations of success, than it is to speak of ‘school policies’ on punishments. We are not a school that fosters ‘blanket approaches’ to rules, regulations and fixed sanctions.

We do not punish students - we take steps which we hope will allow pupils to make emotional restitution when they hurt others or to make constructive reparation when they damage objects or possessions.

This is an on-going, flexible, creative approach to re-shaping behaviour. No system can replace the moment-to-moment care and guidance of warm and sensitive human beings. This has always been at the heart of our operational style.

The care and teaching staff have always been given considerable autonomy to sanction, or not sanction, behaviours as they see fit. This must continue and most staff will see this as a valuable and important feature of our approach.

Where sanctions are employed they tend to follow some of the following ideas:

* Re-drafting poor work/ completing or repeating work after school.
* Referral to senior staff
* Follow up with care staff or parent.
* Loss of some special privilege.
* Loss of some specially valued activity (temporary).
* Helping with practical tasks to restore damage.
* Being on daily report and supervision.
* Being placed on close supervision at lunch time and/or break times.
* Possible suspension/exclusion (separate detailed guidelines cover these sanctions).

It will be noted that these are largely day-to-day sanctions. More serious behaviours (e.g. bullying of pupils, physical damage, emotional abuse, sexual abuse, etc. are dealt with in separate guidelines.)

**We expect all staff to employ sanctions judiciously and with professional skill and sensitivity.**

# 14. Conclusion

In this paper a whole school strategy for managing most problem behaviours as and when they arise has been presented. Our policy shows a clear sequence whereby staff can ask for, and receive, immediate support when it is needed. If we all follow these procedures and continue to create a well ordered and stimulating environment through our system of rewards and success, we shall have gone a long way towards a professional policy which meets the needs of students and staff. Constructive feedback is welcomed at any time from staff upon this whole school policy. Such suggestions can be incorporated into existing practice and into future revisions of our model.