

# Positive Behaviour Management

## Strategies for Behavioural Change

### INCLUDED

#### BEHAVIOUR POLICY STATEMENT

IncludEd is committed to creating a teaching and learning environment where the learning, social and personal needs of its learners are addressed and where learners are helped to achieve in an atmosphere of safety and mutual respect.

By removing barriers to learning we at IncludEd wherever possible to support transfer back into mainstream secondary education, further education or the world of work.

Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and encourage others to do the same.

We believe in a working partnership with referrers, parents/carers in order to support a young person's placement at Included.

#### The Purpose of the Behaviour Policy

To provide a simple, practical code-of-conduct for staff, learners and parents which:

- Recognises behavioural norms
- Positively reinforces behavioural norms
- Promotes self esteem and self discipline
- Teaches appropriate behaviour through positive interventions

#### Expectations

At IncludEd we believe all of our learners can do well. We encourage success by supporting them to meet the following expectations:

##### Be ready to learn

- Be on time, use a clock or wear a watch
- Dress appropriately
- Eat and drink in appropriate places
- Switch off and hand in mobile phones. Switch off all electronic devices etc.

**Be Respected and Respectful**

- Listen to others and expect to be listened to
- Use appropriate language
- Keep hands, feet, objects and personal comments to yourself
- Look after the building, displays and equipment
- Stay for the whole session

**Be safe**

- Follow classroom rules for health and safety
- Be in the right place at the right time

**INCLUDED**

## **Behaviour Policy Statement Guidelines**

Most behaviour will be managed in the Centre however a learner will sometimes be required to leave the premises. In cases where s/he refuses to leave an appropriate staff member will contact parents and if necessary the police.

**Behaviours that stop learners doing well and could result in suspension or a review of placement are:**

- Verbal or physical abuse of staff
- Bullying – physical, verbal, emotional, inappropriate use of social media
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying an offensive weapon
- Use or sale of alcohol or other mood changing drugs
- Deliberate damage or theft of property
- Smoking in or around the building
- Refusing to leave the premises when asked
- Gambling
- Consistent disruptive behaviour

**The school expects teaching staff to:**

- Set work that is interesting, relevant and appropriate to learners' abilities
- Maintain high expectations of learners
- Recognise and reward positive behaviour
- Model appropriate behaviour
- Provide positive feedback about learners' efforts and achievement
- Treat learners with fairness and respect at all times

**The school expects parents and carers to:**

- Support our policy on attendance and punctuality by notifying the school of any absences or lateness
- Notify Included of any factors which may affect the behaviour of their child

- Support their child by attending regular reviews, open days and other meetings
- Be aware of and support the Included Behaviour Policy

## Staff Guidelines

Inappropriate behaviour is likely to occur when learners lack a sense of purpose and/or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school. Certain measures can be employed to prevent these and other potentially damaging situations from arising.

### **Staff should aim to create a calm atmosphere that is conducive to work and learning by:**

- Planning differentiated learning experiences that are relevant to the learners' academic and social needs
- Offering varied tasks that are sufficiently challenging and achievable
- Demonstrating flexibility where planned activities fail to engage
- Teaching with appropriate pace; ensuring that there is a clear sense of Progression

### **During the lesson staff should:**

- Set clear learning outcomes, attainable in the time available
- Model tasks clearly with explicit success criteria
- Encourage learners by offering appropriate praise, help and explanations where necessary
- Monitor progress
- Correct errors in ways that emphasise the learning opportunities they present
- Give personal feedback to learners on all progress made academically and socially

### **The recognition of achievement is important. Reward learning and endeavour by:**

- Using spontaneous praise
- Informing staff and peers of progress in the learner's presence
- Asking the learner to share their work with others
- Collecting important pieces of work for learner achievement portfolios
- Displaying work prominently and attractively
- Awarding merits in line with the rewards policy
- Providing extra-curricular activities
- Informing parents of positive experiences and achievements

It is preferable to prevent unwanted behaviour from occurring. Dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved. This principle is relevant to all aspects of work, both academic and social.

# Behaviour Policy Statement

## Responses to poor behaviour

Eating, drinking, chewing gum, use of mobile phones, ipods, ipads/tablets, inappropriate conversation/ language, lateness, unauthorised absence from lessons

↑

Classroom management by the teacher as stated in the behaviour expectations

Recorded on pupil log

---

Failing to observe health & safety rules in and around the building

Ignoring 'Out of Bounds' areas

↑

Verbal warning from staff

Phone call to parents

End of day briefings are used to update staff about learners' behaviour

---

Persistent lateness

Persistent unauthorised absence from lessons

Smoking

Those deemed to be under the influence of illegal substances

Vandalism of property

Bullying, Racism, Sexism, Homophobia, Ageism

↑

Automatic phone call home

Inform Referrer

Letter home

Possible fixed term exclusion

Parent invited in

At this level incidents are dealt with by the Head

---

Refusal to leave a class or building

Physical or verbal abuse of staff

Theft

Possession of an offensive weapon

Selling or using illegal substances

↑

Verbal warning (Referrers, police, YOS) where appropriate

Internal, fixed term or permanent exclusion

Parents invited in by Head to meet appropriate parties

Where students present a danger to the building, themselves or other members of the school community. We will use minimum contact to physically control learners who refuse to meet school expectations. On any occasion where minimum contact has had to be used

this will necessitate a follow up meeting with parents/carers and referrers to determine the suitability of placement at IncludEd.

When dealing with poor, unacceptable behaviour IncludEd will adopt the following disciplinary procedure:

## 3 verbal warnings

## Phone call home

## Parental Meeting/Exclusion

For serious incidents of bad behaviour students will be given an immediate **RED CARD**

## Behaviour Policy Statement

### IncludEd Reward System

To encourage and reward good behaviour IncludEd uses the Red, Amber, Green system. During each lesson a pupil will have the opportunity, through good work and good behaviour, to gain Red, Amber or Green from the teacher. Points will be awarded for:

- Behaviour
- Respect
- Attitude towards learning

Weekly rewards will be awarded to the pupil(s) who have reached their targets. A bigger reward will be awarded at the end of each half-term period.

An achievement notice board (in reception) will display a wide range of certificates and awards gained by our students on a weekly basis. This allows for all our learners to achieve something each week.

#### Certificates include:

- Student of the Week
- Most Improved Student
- 100% Attendance

As well as having their Certificate displayed on the achievement board, students will be given a copy of each certificate gained to go in their portfolio of work.

## Responses to good behaviour

Meeting Behaviour Expectations

↑

Verbal praise

Merits leading to rewards

Extra-curricular activity

Parents informed for consistent good

Behaviour

Referrers informed of consistent progress

---

Helping other learners or staff

Responding appropriately to

requests to change behaviour

↑

Verbal praise

Merits leading to rewards

Extra-curricular activity

Parents informed for consistent good behaviour

---

Excellent work

Meeting personal targets

↑

Verbal praise

Merits leading to rewards

Principal Award

Parents informed about excellent work

Display of work around school

## Behaviour Rewards

**At IncludEd we reward good behaviour.**

The Behaviour Expectations below form the basis of our reward system.

Each week we select an expectation from the list and we reward learners for meeting that expectation. You will also have personal targets set for you by your learning guide. You should make sure you agree with your targets when they are set at the beginning of the week.

You can earn merits in every learning group meeting or lesson you attend. A maximum of 3 may be given in each lesson for:

Meeting School Expectations: 1 Merit

Meeting Subject Targets: 1 Merit

Meeting Learning Guide Targets: 1 Merit

Your points will be recorded on a merit chart

## Follow-up of Incident Statement

At IncludEd behaviour deemed by staff to warrant an official response is recorded. The recording will consist of:

- A – Antecedents** (what happened immediately beforehand)
- B – Behaviour** (or description of incident or event)
- C – Consequence** (for all concerned, both long and short term if applicable)

## Follow-up of Incident Statement

Occasionally, following an incident where a learner has presented particularly challenging behaviour the relationship with the adult concerned may suffer. This statement suggests a method of repairing or improving relations. It's purpose:

**To mediate between a member of staff and a learner when the relationship has broken down.**

This should happen at the earliest convenient time e.g. break time, lunchtime, after the learner has had sufficient time to 'cool off' and is able to talk about what happened. If appropriate the 'on call' mentor may provide temporary cover.

At the meeting the discussion should focus on:

### **Creating a record of the incident.**

If the incident has been recorded by the member of staff, the learner may wish to record their version of events before both records are reviewed to establish learner & staff perspectives.

Completing & reviewing the record will enable those involved to consider any rule(s) broken and the consequences of the behaviour.

The adult should encourage the learner to consider what they could do to manage their behaviour better in future (learner view) whilst suggesting ways in which the learner might be helped to manage their behaviour (staff view).

In cases where the learner refuses to take part in the process the member of staff should inform the mentoring team and/ or the Head in order that a more official response might be made.

Adults and young learners have the right to defer mediation to a later time to give the process a greater chance of success. However, in cases like this the learner must be made aware that the mediation process is compulsory and cannot be delayed indefinitely.

## Sample letters to Parents

Dear,

At IncludEd we have agreed a set of behaviour expectations to make sure that all of our young people are kept safe and have the best chance of educational success while they are here. They are based around what we like to describe as 'reasonable behaviour' and 'respect'. If young people meet these expectations we reward them; if they do not we have a clear set of consequences to encourage them to change their behaviour. I am writing to inform you that ..... has not been behaving reasonably and that his/her behaviour has given staff members cause for concern.

I have included a copy of our behaviour expectations which I am sure you will agree are very reasonable. I would like you to take a moment to talk through the expectations with ..... before this behaviour becomes a serious issue requiring us to take more drastic action. If you wish to discuss the matter further please do not hesitate to contact me.

Yours Sincerely

Noreen Khan

Head

Dear,

I recently wrote to you to inform you about some unreasonable behaviour that was affecting and other members of our school. I had hoped that a chance for you to discuss the school's behaviour expectations with ..... would have led to a positive change in his/her behaviour. This, unfortunately has not been the case and .....'s behaviour continues to give cause for concern.

The situation is now serious enough for me to request a meeting with you as soon as possible so that we deal with any outstanding issues and agree a strategy for improving .....'s behaviour before it becomes necessary to exclude his/her or review his/her placement at IncludEd. Please telephone 0161 226 5483 at your earliest convenience to agree a suitable time.

Yours Sincerely

Noreen Khan

Head

## Anger Management

Anger is often at the root of dysfunctional behaviour in schools, and an anger management approach can be of practical help in difficult situations.

Anger is often the 'fight' response to a perceived threat, and can be used as a response to frustration, as a way of getting what we want and as a release of pent-up emotion, all things which any teacher will have encountered! Although we cannot control all the frustrations and pent-up emotions of learners, we can equip them with the skills to express anger effectively. These ideas may help to avoid the 'hit and hurt' culture:

- Don't greet a learner's anger with your own. A child that has lost or is losing control needs you to be calm and rational.
- Never go from cold to hot. Learners need to be able to track your displeasure at their behaviour. Be specific, not general, in reprimands.
- Offer learners a chance to talk to you about how they are feeling, and give them the opportunity to engage their emotions through the work they do in your lessons.
- Encourage learners to recognise their own positive behaviour.
- Give genuine praise that is specific and targeted as much as possible.
- Think about how learners gain your attention in lessons. Be sure that they know how good social behaviour will be noticed.

### Preventative measures

Much of the time-wasting aggro in lessons stems from learners' interactions with each other. Many teachers find it useful to devise agreements with their learners about the way in which they should communicate. The start of an academic year is a particularly good time to discuss this with learners. You could agree 'rules' relating to the way that learners:

- Speak to each other and to you
- Sit
- Listen
- Move around the room

But pay attention to the way in which the agreements are phrased. For example, 'listen' carries a more positive message than 'don't talk'.

Teachers are often able to establish very early on who, in their classes is most likely to disrupt. This predictability can be tedious, but it does offer teachers the scope to anticipate bad behaviour, distract the miscreant and praise at the earliest opportunity. All these approaches are preventative tools that can help to pre-empt the persistent low-level poor behaviour that is a source of such stress for many in the profession.

Keeping up the momentum -Teachers are guardians of learners' right to learn, but the deal cuts both ways, with learners being guardians of your right to teach.

### Having agreed with your learners the expectations that you have, don't relax them. Consistency will breed stability and security.

When building your relationships with individuals (and remember, this can be done as effectively outside your classroom as it can be inside) mutual respect is a key to success.

While your learners are in your classroom you have to work as a team if you are to teach and they are to learn. Motivating learners to appreciate this fully can help to prevent indiscipline. These ideas may work for you:

- When appropriate, offer learners some choice over what they do in your lessons.
- Think of ways of teaching through the interests of your learners. This necessarily involves getting to know what's motivating and inspiring them at any time.

### If all else has failed.

Sometimes though, despite employing all the usual management strategies, situations can deteriorate and require firm intervention. It is worth remembering that misbehaviour is rarely intended to be a personal insult. It is almost always connected to other factors impacting

the learner's life and it can be useful to tell them that you appreciate that. These ideas could help:

- Don't get into a debate about a child's behaviour during the lesson. Instead, arrange a time when you can talk about what happened and how it can be avoided in the future. Public discussions may be interpreted as public humiliation.
- Use the opportunity to teach key ideas about emotional awareness, respect for others and citizenship.
- Be utterly consistent in threats and delivery of sanctions.
- Agree a plan for positive change in the future. The next time you teach the learner take a minute to recap on the agreement and reiterate your desire to help them to succeed.

Above all, simply staying conscious of building respectful relationships within the classroom can create an atmosphere in which misbehaviour is reduced to a minimum.

## For Parent / Carer

At IncludEd everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and encourage others to do the same.

This is a summary of our behaviour policy. It will help you to understand how we will respond to your child's behaviour.

We will always try to deal with behaviour in school. Each week we focus on a particular behaviour and reward learners for meeting our expectations.

We will try at all times to only contact you at home regarding the positive progress of your child. We see the parent / Carer as a positive link between the school and the child and need your support to help us achieve the best for your child

You can be sure that if we contact you at home with a negative issue it is because our efforts you engage your child have failed and their behaviour has been completely unreasonable.

### We will exclude or review your child's placement for the following:

- Verbal or physical abuse of staff
- Bullying – physical, verbal, emotional, inappropriate use of social media
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying an offensive weapon
- Use or sale of alcohol or other mood changing drugs
- Deliberate damage or theft of property
- Smoking in No Smoking areas
- Refusing to leave the premises when asked
- Gambling
- Consistent refusal to do as asked
- Consistent disruptive behaviour

For the benefit of my child's learning I agree to support IncludEd's Behaviour Policy

Signed ..... Parent / Carer

Date.....

Please see **Manchester Secondary PRU School Behaviour & communication Policy** for a more guidance.

<http://www.mspru.manchester.sch.uk/wp-content/uploads/2016/12/BS-003-Behaviour-and-Communication-FINAL.pdf>