

# Cressex Lodge Behaviour Management Policy

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## Policy Statement

Cressex Lodge offers education to Key Stage 3 and 4 students (Years 7 – 12). The curriculum follows The National Curriculum. Some students have an Education, Health and Care Plan. The curriculum is tailored, evaluated and reviewed depending on students' individual and group needs.

## Procedure

All students have an Individual Support Plan. This is either based on their EHCP outcomes if appropriate or their curriculum targets. All students receive individual and/or group lessons from the Specialist Teacher, Speech and Language Therapist and Occupational Therapist where required.

An integral part of the curriculum is the therapeutic programmes. All pupils have individual therapy sessions once a week and therapists are available for support for both pupils and staff during the week. Pupils take part in Pathway which focuses on building social skills and emotional resilience. Pathway links with the PSE/Values curriculum. The pupils then progress to Gateway which focuses on offence specific work. Some pupils are identified as having emotional regulation needs and will take part in the Emotional Awareness Group prior to pathway. Art therapy is also available to individual pupils.

Our Aims:

Our aim is to provide each of our pupils with an Education for Life, by valuing and respecting them as individuals; developing their self-esteem, relationships and attachments; encouraging their individual abilities to their full potential in a caring, orderly environment.

We aim to:

- Promote high standards of achievement and behaviour in a rich and stimulating learning environment.



- Nurture self-confidence and positive attitudes to lifelong learning by providing a range of opportunities for learning and the development of life skills.
- Value and respect each person as an individual striving to meet their needs, developing their skills and talents and celebrating their achievements.
- Work in effective partnerships with home, therapeutic services and the wider community.

## **Behaviour Policy Aims**

At Cressex Lodge we aim to:

- Promote and support pupil to demonstrate a high standard of behaviour
- Promote self-awareness, self-control, respect for authority and acceptance of responsibility for our own actions
- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment
- Provide a nurturing environment, using Dan Hughes' PACE (Playfulness, Acceptance, Curiosity, Empathy) approach to foster appropriate behaviour.

Our aims, we believe, are achieved when:

- Clear expectations are agreed, understood and accepted through regular activities which define what acceptable and unacceptable behaviour is.
- A school atmosphere is created which is consistent and caring.
- Staff use the PACE approach in their interactions with pupils.
- The choice to behave responsibly is placed on the pupil, and pupils are taught how to make responsible behaviour choices.
- Pupils are provided with excellent role models.
- Pupils understand that inappropriate behaviour choices have consequences, which are applied consistently and fairly within the school in a calm and considerate manner.

## **Emotional and Behavioural Response Plans**

All new pupils in residential care with SWAAY will have an Emotional and Behavioural Response plan which will be developed by residential staff and young people at home. This plan will be available to all SWAAY staff and will help inform school staff in the best way to manage behaviours for individual pupils. Day pupils will have an Education Summary which includes strategies to manage behaviour in the classroom.

## **SWAAY approach**



Behaviour is determined by the inner experience of thoughts, feelings, beliefs, wishes and desires. Simply put, how a person thinks and feels determines how they behave.

Developmental trauma can negatively impact on a child/pupil's views about themselves, others and the world; and can lead to pervasive feelings of mistrust, anxiety and fear. Trauma impacts on the child/pupil's ability to emotionally regulate, to reflect, to problem solve, and to form emotionally connected relationships with others. Consequently, the child/pupil may present with complex and challenging behaviour.

At SWAAY we follow a Dyadic Developmental Practice (DDP) informed approach to working with pupil/ young people. We promote an emotional connection between the child/ pupil and the adult before using behavioural correction (teaching of prosocial behaviours with warmth, appropriate limits and boundaries). This is achieved through a stance of Playfulness, Acceptance, Curiosity and Empathy (PACE).

Further information can be found in the Emotional/Behavioural Response Policy in the SWAAY Guidance for staff.

PACE is an approach devised by Dan Hughes for children and young people who have experienced developmental trauma and disrupted attachments.

A PACE approach means that staff will:

ACCEPT what the pupil is saying by reflecting back to him what has been understood, and through matching his energy in the moment (NB matching emotional energy is NOT the same as matching aggression). When emotionally aroused/distressed, pupils will find it much harder to process language, so staff will use simple language at these times.

Be CURIOUS and wonder with the pupil about the meaning behind his behaviour (e.g. I wonder why you are doing/saying that - it seems to me that you are really upset/worried etc.)

Staff will help him to figure out what he might be feeling in the situation, and EMPATHISE with how he may be experiencing it. Staff can make 'best guesses' at what might be going on, using the clues they observe in what the pupil says/ does/ how he appears.

A light-hearted, relaxed and PLAYFUL attitude can be used to develop a connection in the relationship at the appropriate time.

Stopping to be curious, accepting the inner life of the pupil, and understanding how this influences the more externally revealed behaviour means that we build the trust and security in the relationship that has previously been missing for



them. With this connection the pupil will cope better with the boundaries and expectations that are put in place. Accepting and understanding why a pupil is behaving in a particular way is NOT the same as tolerating it. Once staff have expressed empathy for the child/ pupil's thoughts, feelings and experiences and there is an emotional connection between them, they can then provide guidance, feedback and limit setting.

On a daily basis staff will provide the pupils with consistent and predictable experiences with clear routines and structure. The staff will control the emotional rhythm of the school and classroom, not the pupils. This means that the adults will adopt a consistent and calm way of managing each pupil's behaviour that steps aside from confrontation or coercive interactions, without ignoring their need for attention.

Staff will develop an understanding of their own reactions and triggers so they can remain reflective even when the pupils are in crisis. This is encouraged through daily handovers, supervisions, core group meetings and team meetings

### **Good Behaviour**

All behaviour has a purpose and as a community we aim to create an environment where pupils consciously want to demonstrate good behaviour.

Good behaviour is when an individual's actions, words and deeds allow a positive working environment to flourish.

Good behaviour positively impacts on self and others by building self-esteem and allowing all to take responsibility for their actions.

Some examples of good behaviour:

- Respectful language
- Active listening
- Respect for the environment
- Turn taking
- Willingly following appropriate instructions
- Acting on recognised etiquette
- Respect for self and others

Roles and Responsibilities of all staff

- To promote the aims and values of the school
- To lead by example
- To be consistent when dealing with pupils
- To meet the educational, social and behavioural needs of pupils
- To deliver an appropriate curriculum
- To have high expectations of pupils
- To promote high expectations within the school community

## Teaching and Learning

Good behaviour management starts with good teaching. Teachers are to plan and deliver imaginative, interactive and differentiated lessons, matched to the needs of the pupil. A personalised curriculum allows each pupil to access learning appropriate to their needs, abilities and style. Teachers should aim to promote independent learning. Teachers will need to think creatively to meet the needs of visual, auditory and kinaesthetic learners. This will pave the way to good behaviour when pupils know that they will be engaged, encouraged and challenged in their lessons.

### Classroom Checklist

- Meet and greet pupils when they come into the classroom
- Ensure all plans and resources are prepared in advance
- Display rules and sanctions in the class
- Display tariff of rewards in the class
- Follow the rewards and sanctions system and procedures
- Follow the behaviour policy
- Praise the behaviour you want to see more of
- Praise more than criticise
- Differentiate
- Stay calm
- Have clear routines for transitions
- Teach the class routines

### Reward System

Rewarding pupils for positive/good behaviour and work during the school day is the main method by which we communicate to the pupils our approval. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued by all. The most common and frequent reward is praise.

At Cressex Lodge School we operate a reward system. Stars are earned for achieving specific targets throughout the day. The system is used by staff to improve and monitor behaviour, and for the pupils it is a way of gaining individualised rewards.

Remember: Stars are earned, and not lost.

### Behaviour Monitoring System

Every lesson, handover, break and lunchtime pupils will be able to gain stars. They are awarded for:

- Being in the correct class at the correct time (or in a planned and agreed meeting/session)
- Working at the appropriate pace and putting in appropriate effort



- Appropriate interactions with adults
- Appropriate interactions with other pupils
- Positive contribution

As pupils are given behaviour targets through their core group meetings and behaviour plans, these may be incorporated into their target sheets. All stars are to be awarded in the presence of the pupil, and are at the discretion of the adults.

Friday afternoons are curriculum enrichment afternoons.

#### Status Activity

Red: No/reduced activity on-site

Amber: Choice of activity on-site

Green: Off-site activity

If a pupil has green status they can either choose to spend stars on an off-site activity, or choose a member of staff to spend time with or share an activity in school with.

If a pupil has been involved in a serious incident during the week, the adults have the discretion to lower that pupil's status regardless of stars earned.

This behaviour monitoring system will be reviewed at the end of every term.

#### Termly Incentive Awards

All stars earned during the term count towards Bronze, Silver, Gold, Platinum and Diamond awards. These are tokens of £5, £10, £15 and £20 are rewarded at the end of term.

#### Time-out

If a pupil requires some time-out, rather than losing control, this should be offered as a positive strategy. The pupil should have a maximum of ten minutes out of the class. They can then return when calm, apologise to the teacher/group and continue with the session. If a pupil uses 'time-out' and returns within the ten minutes they do not lose their stars for that lesson. If the pupil stays out for longer than ten minutes they do not earn their stars and must receive 'catch-up' work.

#### Restorative Approach

Undesirable behaviour should be challenged and addressed as soon as possible. This is done through:

- One to one between adult and pupil
- Class meeting
- School meeting (at beginning or end of school day)



- School meeting (during school day – all lessons stop)
- Group meeting (Thursday after school)
- Internal planning meeting (Swaay adults and pupil only)
- External planning meeting (involves external professionals)

Throughout this process the pupil must be given every opportunity to take a 'way-out' and repair their relationships.

## **Incidents**

Some behaviours are unacceptable and/or dangerous. These behaviours require immediate action, a consequence and an incident report to be circulated. These include:

- Physical assault on staff or pupil
- Throwing missiles directly towards a person
- Hitting, pushing, barging, pulling, spitting, tripping
- Upturning furniture
- Violently closing or opening a door onto a person
- Acting without caution, endangering themselves or others eg. Smashing glass, hanging off the fire escape, walking on the front wall
- Racism, homophobia
- Sexualised or aggressive/targeted verbal abuse
- Bullying behaviour

## **Serious Incidents**

The safety and welfare of the pupils and staff is paramount. SWAAY operates a non-restraint policy; however, staff are trained in breakaway techniques.

If a pupil assaults a member of the school – whether it be physical (such as punching, spitting etc) or verbal (such as racist or homophobic abuse) the member of the school has the right to involve the police. The school is NOT able to do this on behalf of the person assaulted, but will offer support in this situation.

## **Recording incidents**

An Incident log is kept in the Head Teacher's office at Cressex Lodge School. These are used to record serious incidents of inappropriate behaviour together with any sanctions given. A full report of incidents are kept filed in the Head Teacher's office.

The Head Teacher and the Proprietor will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any current concerns. These will be shared with staff, residential staff and pupils.

## **Safeguarding Duties**



All staff are responsible for considering whether any misbehaviour gives cause to suspect whether a pupil is suffering, or is likely to suffer, significant harm. If such suspicions exist, staff must follow the School's Safeguarding procedures. The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the School will consider whether support systems are needed to be put in place and whether liaising with external agencies is necessary or appropriate.

### **Malicious allegations against staff**

The Head teacher will decide whether to take disciplinary action in accordance with this policy where a pupil is found to have made false and malicious allegations against a member of staff.

### **Sanctions/Consequences**

When pupils choose not to follow the rules, all staff are expected to deal with them in a calm and consistent manner, adopting the PACE approach, and follow the stages of sanctions. It is important that pupils are supported to understand that inappropriate behaviour choices lead to consequences. Consequences of inappropriate behaviour must be presented to pupils as a choice. This places responsibility for behaviour on each child. Furthermore, we believe that pupil should always be positively acknowledged; it is the pupil's behaviour choices that are inappropriate, not the child.

Sanctions can follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the child that their behaviour is inappropriate and that it will be spoken about later. Sanctions will never involve taking away a previously earned reward.

Teaching staff will avoid any sanctions which lead to unnecessary shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing, and can result in increased inappropriate behaviour.

The developmental age and specific needs of the pupil will be considered when deciding appropriate sanctions and sanctions will be individual to the pupil; we recognise that a 'one size fits all' approach is not appropriate for our pupils. Pupils will not be given sanctions that impede their future learning (e.g. asking a dyspraxic pupil who finds writing difficult to write lines).

After a pupil receives a sanction, it is important to repair and restore the staff-pupil relationship. Staff should praise his behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh.



In addition to the stages of sanctions, where appropriate, pupil will be supported to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

### **Persistent Poor Behaviour**

It is expected that teachers and pupils begin each day afresh with optimism and encouragement for success.

If a pupil persists in making inappropriate behaviour choices then there are a variety of options that may be taken:

- If after an agreed time there is no change in the pupil's behaviour, the pupil will attend a behaviour meeting with the Head Teacher.
- If the pupil continues to make inappropriate behavioural choices, the Head teacher will arrange a meeting with their residential staff/Home Manager to discuss their behaviour.
- The Head teacher may decide that it is in the pupil's best interests to give them some supported time away from their class, with a different class group.
- Where there is no improvement in behaviour, the Head Teacher may impose a period of alternative provision of education away from school.

### **Alternative off-site provision**

Cressex Lodge School does not formally exclude its pupils, any decisions about the ending of a placement within SWAAY is one made by the whole company. If it is deemed unsafe for a pupil to stay on school site, due to behaviour, alternative off-site provision will be sought. This is only used as a last resort and is only used for serious or repeated dangerous behaviour or a violent assault. This decision will be made by the Head Teacher and Senior Leadership Team. Each case will be discussed individually, and decided upon.

### **The Role of Residential Staff/Home Managers/Parents**

Residential staff, Home Managers and Parents have a vital role to play in a young person's education. It is very important that residential staff/parents support a young person's learning and co-operate with the school to promote good behaviour. The school is very conscious of the importance of having strong links with residential staff/parents and good communication between home and school. Thus, the school works collaboratively with residential staff/parents. The school will ensure that residential staff/parents are kept informed as to a young person's behaviour at school, so that pupils receive consistent messages about how to behave at home and at school.



The School's Behaviour Policy is accessible to all residential staff/parents via the school website.

If the school has to implement sanctions against a pupil, residential staff/parents should support the actions of the school. If residential staff/parents have any concern about the way a pupil has been treated, they should initially contact the Head Teacher.

The school expects all members of the community to adhere to the principles as set out in the Behaviour Policy and therefore to behave in an appropriate manner within school.

Incidents of verbal or physical aggression to staff by parents/guardians/carers of pupils in the school will be reported immediately to the Head Teacher who will take appropriate action.