



Forest Moor School

Growing, Learning, Flying High 

Positive Behaviour Management Policy

DETAILS OF POLICY	
Original Policy Created by:	SLT – Apr 2015
Date of review:	November 2017
Reason for Review: (e.g. review date, change of legislation, incident occurrence leading to necessary changes etc.)	General review
By whom:	Senior Leadership Team
Parties communicated to: (e.g. Parents, Staff etc.)	Staff, students and parents
Methods of Communication:	Website, School Intranet
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Persons responsible for audit review of policy:	SLT

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Positive behaviour management is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are an essential component of this teamwork.

PHILOSOPHY

The Behaviour Management Policy in Forest Moor School is a statement of good practice that covers all aspects of school that contribute to the development and maintenance of good behaviour and a positive ethos both inside and outside the classroom.

Effective Behaviour Management is essential for the smooth running of the school. The school recognises the importance of teaching behaviour and does this explicitly through the curriculum and care implicitly through example.

All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements, allowing teachers to teach and students to learn.

AIMS

The overarching aims are:

- To promote good behaviour and encourage achievement
- To support students in learning self-discipline
- To enable effective teaching and learning
- To create a safe and secure environment for students and staff
- To teach students to understand, accept and tolerate differences in individuals

All staff are responsible for the behaviour and discipline of students in their charge and should use effective strategies and sanctions to maintain an orderly environment for learning. In dealing with matters of indiscipline or unacceptable behaviour, staff should always:

- Act justly and fairly and be seen to do so
- Establish a relationship of respect with students
- Deal promptly and personally in matters of discipline whenever possible
- Apply a consistent approach through the strategies recommended on each students' My Plan

Both rewards and sanctions will be used by staff to promote a positive ethos in the school and every lesson should incorporate praise and encouragement of students.

The successful implementation of this policy depends on full participation. Every member of the school has a responsibility to ensure positive behaviour.

Expectations of Students:

- To be prepared to listen and learn
- To control his own behaviour
- To let others work and make progress
- To sort out disagreements without resorting to physical/verbal aggression
- To respect property. Not to damage, take or misuse the property of other people or the school
- To make their best effort to understand and accept differences and the individuality of everyone and to be particularly supportive to minorities in terms of race, abilities, sexual orientation and background
- To work to the best of their ability
- To follow school rules

This policy applies to all students whilst they are in school, travelling to and from school, attending colleges or work related learning experiences and whilst participating in activities or events organized by or associated with the school.

Expectations of Staff:

- To provide opportunities for students to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity
- To provide an environment in which students can learn.
- To teach positive behaviour
- To plan and prepare stimulating lessons
- To teach respect by treating students with fairness and consistency
- To teach interpersonal skills by promoting positive supportive relationships

- To set up useful, interesting and relevant work if an absence from a lesson can be foreseen
- To avoid confrontation, aggression, sarcasm, humiliation, personal comments about students and whole class punishments resulting from poor conduct of only some of the class

Expectations of the Board of Governors:

- To monitor the effectiveness of the school's Positive Behaviour Policy
- To support the Head teacher and Management Team in the monitoring of attendance and exclusions of different groups of students
- To form a Governors' Disciplinary Committee, with a clear role and guidelines for action, which meets as required

Expectations of Parents / Guardians:

- To ensure their child's regular attendance and punctuality
- To co-operate with the school to ensure that their child follows the school's Positive Behaviour policy
- To keep the Key tutor aware of any circumstances which may affect their child's learning and behaviour
- To maintain regular contact with the school through attendance at progress and monitoring meetings and, as appropriate, through telephone calls
- To encourage and support their child

REWARDS

Encouragement, praise and reward are an essential part of positive behaviour.

"Praise me more, criticise me less, I'm still learning" is a phrase to be borne in mind.

At Forest Moor School we support a whole school Rewards Scheme. All staff are expected to engage with the scheme and apply selection criteria consistently. Verbal praise and encouragement should be used often and in every lesson.

We expect:

- Good behaviour
- Punctuality
- Respect monitoring criteria will include: Discipline, Attendance, and personal progress.

Our aim is to engage our students, to offer them support, help and guidance to raise their self-esteem and promote a positive outlook and approach to themselves, school and learning.

It is the schools preferred guiding principle to always address the positives in a young person's life. Effective behaviour management is based on: -

- Building positive relationships.
- Effective communication.
- Negotiation and mediation.
- Rewarding positive behaviour and outcomes.
- Responding appropriately to young people whose behaviour is unacceptable in a clear, timely and consistent manner.
- Recognising bullying behaviour.
- Addressing bullying behaviour.
- Actively promoting safe internet use.

SANCTIONS

Children will not always behave in the way we may wish and we will then implement a sanction.

If a sanction is deemed to be an appropriate measure, discussions would take place, where possible, with the student and parents.

Sanctions may take the form of:

- Reparation
- Restoration
- Restrictions of activities
- After school detention – (although there is no legal requirement to inform parents of an after school detention, as a matter of due diligence, the school will always do so before imposing this sanction)

National Minimum Standards requires that staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff it is responded to by constructive measures. Sanctions **not** permissible include corporal punishment, deprivation of food and drink, removal of personal items, and punishing a group for the behaviour of an individual.

PHYSICAL INTERVENTION

Methods to de-escalate confrontations or potentially challenging behaviour should be used, as physical intervention must be used as the very last resort. It should be used only in exceptional circumstances to prevent injury to any person or when there is serious risk of physical harm. **Prone Physical Intervention should not be an option when responding to criminal damage. Any Physical Intervention is not part of a sanction.**

In the rare cases that physical intervention is used at Forest Moor School, everything should be done to ensure safety, prevent injury, and maintain a person's sense of dignity and for the minimum amount of time.

Any physical intervention should be agreed with other colleagues following a collective professional judgement and as the **only safe course** of action. It should be recorded clearly and promptly in the Restraint Book with copies to significant people, and placed on the young person's file.

DISCUSSION/FEEDBACK WITH STUDENT

Discussion with a student is an essential component of the reflection process after a physical intervention, aggressive incident and/or significant incident. This meeting is designed to explore:

- The young person's perspective.
- Share staff observations.
- Connect feeling and behaviours.
- Seek, develop, plan and agree alternative ways to respond to difficulties.
- Consider a restorative model to re-engage a young person with staff member and/or group and routines.

A young person's file should be referred to with a view to accessing prior history and knowledge of the young person including any risk assessments and protocols in place. This can lead to a better understanding of how we can look to promote the wellbeing of our students.

TRAINING

All staff at Forest Moor School attend a number of mandatory training courses. Both the induction and foundation course address some of the issues with regard to young people's behaviour and staffs own feelings and responses, as well as appropriate policies and procedures.

All our staff will complete mandatory Team Teach Training and subsequent refresher training. This includes work within the following areas:

- De-escalation

- Restorative Practice
- Post and pre-crisis interventions

The aim of this programme is to provide staff with the skills and knowledge to support pupils in order to reduce risk and ensure pupils are safe.

This training will help staff nominated as Key Workers to contribute to the young person's placement plans, risk assessments and Individual Support Plans.

Staff meetings, team days, professional meetings etc. also form essential platforms where discussion takes place to provide positive intervention to encourage acceptable behaviour. Staff at Forest Moor School are encouraged to work restoratively and apply restorative techniques. Staff at Forest Moor School will spend at least one day per year reflecting upon and monitoring the effectiveness of Team Teach measures as practiced in the school to ensure fairness and consistency using Restorative Practice.

The School will assume that you are in agreement with the detail of its Positive Behaviour Policy. If there is a particular issue you wish to discuss then please contact the Head Teacher.

LEGAL CONTEXT

There are a number of legal requirements, adhered to at Forest Moor School, which set down obligations and expectations for our youngsters, within the context of Positive behaviour management. The most significant legislative acts are:

The Health and Safety at Work Act 1974

North Yorkshire County Council (NYCC) has a legal duty under section 2 to ensure as far as is reasonably practicable, the health, safety and welfare at work of its employees.

Children's Act 1989 & 2004

Local Authorities general duties towards children "safeguard and promote welfare and make reasonable efforts to allow child access to ordinary services as though still at home".

Every Child Matters Policy

National Minimum Standards January 2013

The Human Rights Act 1998