

Behaviour Management Policy

Releasing Potential School



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BEHAVIOUR MANAGEMENT POLICY

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1. Principles

We believe that to facilitate effective learning, maximum enjoyment and a safe environment good behaviour is necessary. Releasing Potential seeks to create a positive learning environment by:

- Promoting good behaviour
- Promoting self-esteem and self-discipline
- Developing positive, appropriate relationships based on mutual respect;
- Providing a safe environment, free from disruption, violence, bullying or harassment;
- Liaising effectively with centres, schools, parents and other agencies.

2. Roles & Responsibilities

Releasing Potential staff will take responsibility for the safe behaviour of a group or individual students during school time. Where there are other staff present, they should be encouraged to use their relationship with the young people to help manage the behaviour.

Releasing Potential will adopt the behaviour management strategy of any centre we work with where it does not contradict anything in this policy.

The managers of Releasing Potential have responsibility to ensure that all staff are aware of this policy; are appropriately trained to undertake it and that it is applied in all situations.

3. Risk assessment

Releasing Potential seeks detailed information about all referrals to its programmes, which is then discussed at referral meetings, both before and after initial meeting with the young person has taken place.

We have sight of Statements of Educational Need and Education Health Care plans before agreeing to work with a young person. Where there is any concern not answered by the documents we may contact referrers for clarification. Judgements are made at this meeting, which will include at least 2 senior staff, as to how best to manage the risks and needs presented by the student. In some cases, we may decline to work with them on the basis that we are unable to safely manage the risks or meet the needs.

Risk assessment is an ongoing process and any incidents or additional information which arises in our work with a young person will give rise to review of the risk assessment on working with them.

Programmes are adjusted or, in case of significant concern, ended if the risks presented indicate that we cannot safely provide for the young person.

Decisions are made, and information shared, through a system of daily team debriefs and weekly team meetings where incidents/accidents, safeguarding are standing agenda items. Minutes are circulated to all staff. Emails updating staff on any incidents are circulated as and when appropriate.

4. Behaviours

Acceptable behaviour

The following statements describe acceptable behaviour for a young person taking part in activities:

- Participating in the activity;
- Listening carefully to staff and other group members;
- Heeding safety instructions immediately;
- Showing respect for equipment & environment;
- Using appropriate language.

Other desirable behaviours include:

- Co-operating well with other group members;
- Remaining calm in difficult or challenging situations;
- Showing responsibility for self by having appropriate clothing & being punctual;
- Sharing own understanding with others in the group

Unacceptable behaviour

The following are examples of unacceptable behaviour by a young person taking part in activities:

- Name calling,
- Threatening or offensive language or behaviour,
- Walking off from the group,
- Refusal to comply with safety instructions,
- Intimidation,
- Physical abuse,
- Damage to property
- Bullying & harassment, including racist, sexist or homophobic abuse,
- Bringing drugs or weapons onto school premises or sites.

5. Rewards

Releasing Potential encourages the use of rewards to encourage appropriate and desirable behaviour. We use the SHAPE rules/rewards system, which recognises good behaviour under the headings of Safe, Healthy, Achieving, Positive, Enterprising. The following are examples of rewards which are used:

- Praise for pupils behaving well;
- Raffle tickets can be rewarded for positive behaviour, which will be entered into a weekly draw for a small prize.

- Positive feedback to centre, teacher, parent or another appropriate person;
- Rewards of food, drinks or extra activity time;
- Allowing a group increased autonomy with their programme;
- Certificates, stickers & other positive reinforcements.

6. Consequences

Consequences are needed to respond to unacceptable behaviour and to keep the activities safe. They will be used when necessary to establish boundaries and keep sessions safe, early intervention and reinforcement of acceptable behaviours are the preferred way of managing behaviour. Releasing Potential will seek to use consequences in a way that makes the following clear:

- Exactly what behaviour was considered unacceptable;
- What the young person is expected to do differently next time;
- That the sanction is appropriate to the unacceptable behaviour;
- Who will be informed about the sanction and the reasons for it.

Some examples of consequences used by Releasing Potential are shown below:

- Time Out of the activity;
- Removal of privileges or favours;
- Finishing the activity early;
- Exclusion from following activity session;
- Sent home and suspension from group on the following day.

The threshold of consequences for behaviour is as follows:

- Suspension
 - Any threat of or actual personal violence towards staff or another student, the student will be sent home.
 - They will receive a suspension for the following day/day's
 - They can only return after a conversation with parents / carer
- Sent Home
 - Any verbal abuse towards staff and students, they can be sent home.
 - Any breakages to property or equipment, students will be de-escalated by staff and staff will encourage the student to help tidy / repair damages before sending them home.
 - Any tobacco or vapes in a student's possession that does not have permission from parent or carer as part of the special educational needs, then the student will be sent home.
 - Any drugs or weapons found in a student's possession, then the student will be sent home immediately and may be reported to the police
- Time Out
 - Any violence towards the building they will be given a chance to calm down and recognise their behaviour and when they are ready to learn they can continue with their day.
 - If the student has left the site, they can return to be ready to learn.

If staff believe that a student is in possession of tobacco or a vape, drugs or a weapon, the student will be asked to show the contents of their bag/pockets. If the student resists we will assume such items are in their possession and their day will be ended. Please see the school Student Smoking Policy for further details.

7. Records & Reporting

There should be regular over the phone or face to face feedback between Releasing Potential, parents/carers and any other agencies involved with the young people. Feedback should be to praise good behaviour as well as inform about sanctions used for unacceptable behaviour. All conversations will be documented on CPOMS.

If unacceptable behaviour does not improve a meeting will be requested by school and student's will be placed on an individual pastoral support plan.

Incident forms

An incident form is not always required but should be completed for any behaviour that may involve:

- Suspension
- Serious breach of safety regulations
 - Criminal proceedings
 - A member of the public
 - Serious bullying or harassment of staff or pupils.

They should be completed by anyone involved or witness to the incident and uploaded to CPOMS. The senior leader investigating the incident should also be sent a copy to add to their case study records.

8. Staff training

All Releasing Potential staff are required to participate in 'online CPD' Management of Challenging Behaviour course as part of their induction...

They will also be expected to attend the next available Managing Challenging Behaviour Skills and Strategies course as well as a refresher every 2 years. Staff will have 12 months from their start date to complete the other 2 of 3 face to face training days. Should staff wish to gain a qualification in Managing Challenging Behaviour a Level 2 and Level 3 course is available.