The Forge School

Positive Behaviour Management Policy

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Context

The measures in this behaviour management policy aim to:
- Promote good behaviour, self-discipline and respect,
- Prevent bullying (see Anti-bullying policy)
- Ensure that pupils complete assigned work
- Regulate the conduct of pupils
- Create and maintain a positive, purposeful working environment that is physically and emotionally safe for students and staff.

Generally, all aspects of this policy apply to conduct inside outside the school gate whilst the students are in the care of school staff. The School works with other agencies, specifically the local police, to assess the needs of pupils who display any continuous disruptive behaviour.

Introduction

The Forge School believes that all pupils, regardless of race, gender, religion, sexual orientation, ability and disability, have the right to learn in a safe, caring, nurturing and supportive environment.
The School has high regard for its pupils' spiritual, moral, social, emotional and cultural well-being. We endeavour to provide a caring and creative environment. We promote the right for pupils to speak out and seek help in all aspects of their well-being.
The School fosters an environment in which everyone feels safe, secure and respected. The School promotes high standards of behaviour, self-discipline and an ethos where all members of the School are safe and valued as individuals. The School believes in the development of self-esteem, respect for others and self-management of behaviour towards independent learning and living.
At The Forge School great emphasis is placed on positive reinforcement of behavioural standards through de-escalation, positive modelling from staff and praise. Pupils' confidence and self-esteem are developed through encouragement, praise, positive modelling and rewards, both verbal and written.
This policy sets out the expectations of behaviour where staff, pupils and parents/carers/families seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. In addition, it sets out the consequences for poor behaviour, should it arise.

Aims

- To foster an environment in which everyone feels safe and secure and where each person is treated consistently and fairly;
- To ensure that every member of the School community feels valued and respected;
- To create an environment where good behaviour is encouraged and reinforced, becoming minimum expectation.
- To define acceptable standards of behaviour to all pupils with awareness of their primary needs;
- To ensure consistency of response from all staff to both positive and unacceptable behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the School's expectations and strategies are widely known and understood by all stakeholders;
- To ensure that every member of the School's community behaves in a considerate way towards others, both on campus and when working off site.

How we will achieve our aims

- Praise, relationships and reward are key to creating a positive atmosphere where pupils have the opportunity to succeed;
- By establishing a set of School rules that pupils know and understand;
- By having adults who lead by example and model good practice;
- All pupils will undertake Personal, Social & Health Education (PSD);
- Through close monitoring of every pupil on a lesson by lesson basis throughout the day. Every lesson is scored using Behaviour Watch, which describes behaviour displayed. These scores are collated to indicate the level of pupil engagement in learning and behaviour;
- Any pupils who are out of class for any period of time are monitored and a register kept by the Pastoral Team. This team, led by the Assistant Head Teacher, collates, monitors and analyses all data pertaining to pupil behaviour and monitors the consequent interventions that are required. The team meets on a weekly basis to analyse and on a daily basis to monitor;
- Positive Behaviour Support Plans are established for ALL our pupils. These must be read by all staff so that consistency is used around the management of each child's behaviour.
- Both the pupil and parents/carers are made aware of the Positive Behaviour Support Plan and what strategies will be used to deal with negative behaviour. This includes de-escalation techniques and the use of Physical Interventions, where necessary (see Use of Physical Intervention policy).

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the personalisation around primary need, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons must have clear objectives, understood by the pupil, and differentiated to meet the primary needs of pupils with social, emotional learning needs as well as additional medical or mental health needs. Marking and record keeping will be used both as a supportive activity, providing feed-back to pupils on their progress and achievements, and as an indicator that the pupil's efforts are valued and that progress is important.

Classroom Management

Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupil about the extent to which they and their efforts are valued.
Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
Displays should help develop self-esteem through demonstrating the value of each individual's contribution and, overall, the classroom should provide a welcoming environment.
Teaching methods will encourage enthusiasm and active participation for all. Lessons will aim to develop the skills, knowledge and understanding which will enable pupils to work and play in co-operation with each other.
Praise should be used to encourage good behaviour as well as good work.

Staff use the 'ET Aims' system to record and monitor behaviour and engagement throughout the school, with a score being given to each pupil for every lesson. Scores Signify the following:

- **1 – Significant shortfall in expectations** - (serious levels of disruption/assault/vandalism etc.) depending on the severity of the behaviours, sanctions could include detention time, isolation, exclusion or police involvement.
- **2** – **Shortfall in expectations** – (disruption, refusal to complete work, leaving lesson without permission etc.)
- **3** – **All behaviour expectations have been met**.
- **4** – **Student has met all behaviour expectations and has performed outstandingly in a part of the lesson.**
- **5** – **Student has shown outstanding levels of behaviour and effort throughout the lesson/activity.**
- **S (serious) – Student has been involved in a serious incident. The incident is more disruptive/dangerous than a level 1 score. A fixed term exclusion may be considered for each of these incidents.**

Rewards
Our approach to creating a positive ethos within the School is to treat pupils positively, by praising them, offering them encouragement and acknowledging their achievements.
We will ensure that pupils know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards:

- Raffle tickets provided for positive acts throughout the week, drawn from a Tombola on Fridays, and then at the end of the year for a larger reward.
- Praise in class, in assembly or by the Head of School / Leadership team for good work or behaviour
- Share good work with another class or member of staff
- Parents informed of good work through phone calls or text messages home.
- Rewards trips for highest achievers each half term.

As well as acknowledging and celebrating the individual efforts and successes, pupils are encouraged to work collaboratively as a team. Significant effort and achievement can be rewarded through team building activity days, held throughout the year.

Mobile Phones/Tablets

Mobile phones can be brought to school as many students use them on transport in the morning and evening. However, once in school it must be handed in at Reception at the beginning of each day. It will be kept securely until the end of the school day, at which point it will be returned.

If a student is seen with a mobile phone in their possession throughout the school day, the parent or carer will be contacted and asked to collect the phone immediately. Whilst waiting for the parent /carer to arrive, the student may be isolated from other students for the safety of everyone.

Consequences and Disciplinary Sanctions

Whole school rules are visible within every classroom in the school and attention is bought to them regularly as part of assemblies and tutor time. (see Appendix 1)

When we discuss inappropriate behaviour, we will encourage pupils to consider alternative choices they could have made which would have resulted in a more positive outcome. Consequences of inappropriate behaviour may be:

- Use of the behaviour recovery area, calming down rooms or the sensory room
- Having time to reflect on their behaviour and discuss the decisions they made; thinking about what other choices are available to ensure positive responses/behaviour in the future.
- A pupil's parents/carers informed or invited in.
- A pupil may be sent to another class/space for "time out" to reflect upon their behaviour (see 'Use of The Behaviour Recovery Area').
- Work catch-up will be available for pupils, during either lunch or break time.
- The pupil may have a verbal reprimand.
- A day or more may be spent away from peers, where the student can access continuous mentoring, allowing them to examine the incident and understand their feelings more.

- A pupil may be isolated from their class following a serious breach of school rules where at least half a day of intensive 1:1 mentoring would take place. This intervention aims to reduce the previous practise of fixed term exclusions.

When issues arise, the pupil involved will have the opportunity to offer an explanation.

Staff who always work within the School Code of Conduct and Dignity at Work Policies:
- Provide a consistent approach across the whole School.
- Model appropriate behaviour, promoting honesty and courtesy by example.
- Provide a caring and effective learning/residential environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contributions of all within the School.
- Ensure fair treatment of each individual, regardless of age, gender, race, sexual orientation, ability and disability.
- Follow the agreed Behaviour Policy and support each other in doing so.
- Make use of the School's Whistle Blowing policy if it is felt that staff are not according with the School's ethos, procedures or standards.

Pupils will be expected at all times to:
- Treat others as they would like to be treated.
- Respect others, regardless of age, gender, race, sexual orientation, ability and disability.
- Accept responsibility for their choices.
- Demonstrate good manners.
- Take care of their personal appearance, living areas and belongings.
- Work collectively within their classes and houses.

We will expect parents, carers and families to:
- Support the School so that pupils receive consistent messages about how to behave both at home and at the School.
- Support and encourage their child's learning.
- Inform the class Teacher/ Care staff/ Parent Support Team should any concerns arise about behaviour at home.
- Inform the school of any changes to medication or circumstance which could affect the behaviour of the pupil.

The Leadership Team will:
- Implement the School Behaviour Policy consistently throughout the School.
- Ensure the health, safety and welfare of all pupils in the School.
- Celebrate examples of exemplary behaviour with the whole School.
- Support the staff in implementing the Behaviour Policy.
- Keep detailed records of all reports of incidents of serious misconduct, physical intervention etc., together with details of the action taken.
- Be directly involved in the management of serious, unacceptable behaviour.

Summary

- We will respect everyone and celebrate our differences.
- We will look after each other, be honest and show care by solving disagreements peacefully.
- We will use our best manners and be helpful to everyone.
- We will listen carefully to each other and try our very best in all we do.
- We will move around the School quietly and safely.
- We will respect School property and belongings.
- We will show respect for ourselves, and all in our School.

Use of the Behaviour Recovery Area

The Behaviour Recovery Area:

- Will be an area where a pupil can be isolated from their class if their behaviour has been inappropriate or is impacting on others negatively.
- Will be used as a tool to allow pupils to re-focus on engagement.
- Will allow for the pupil to reflect on their behaviour, re-focus and re-integrate into their class.
- Will enable the rest of the class to work without the distraction from the individual.
- Will be staffed appropriately at all times (a cover rota will be put in place in cases of absence).
- Will have clear instructions and expectations for the pupil.
- Will be part of pupil's Behaviour Plan, of which parents/carers will be aware.

The Calm Down Room:

- Are able to be used by pupils for a limited time if they are feeling unsettled and need to transit from one emotional state to another, with minimal staff support / observations. The pupil will be supported by a member of staff for a limited period.
- Require a calm and receptive quality. The Calm Down Rooms are available to all pupils and therefore will have a neutral identity which is simple, calming and safe.
- Are for pupils with a level of arousal and /or dysregulation, to refocus in a quiet and private space. The physical environment is equipped with a limited range of 'tools' which offer pupils a response to their immediate situation.

Students absconding from school site.

Under no circumstances will staff 'chase' pupils offsite as this will only increase the dangers of the environment (i.e. cars etc.) staff should only follow pupils if the pupil is well known by staff and observed from a safe distance if this will not escalate the pupil.

Procedure to be followed in the event of a child Absconding from School (to include trips and visits)

1. Try to maintain visual contact with the child and go to step 3. If this is not possible, establish when pupil was last seen – time, place, clothing, by whom. This may include questioning pupils and any others who may be present.

2. Based on this information, one or more members of staff will investigate last known whereabouts. Other staff to stay with remaining students. Staff will search the immediate vicinity or school grounds, going to places at which the pupil was last seen and tracing the routes that they may have taken.

3. If staff are able to speak to the pupil, the member of staff must encourage the pupil to return to school, taxi or the meeting place on the trip. If the pupil does not return as instructed, the member of staff should take all reasonable action to keep eyes on the pupil, including following the pupil where appropriate to ensure that they are safe. The member of staff should have a mobile phone so that they can contact the base to request assistance from other staff and to get up-to-date information about the current risk assessment for the pupil. The base must contact parent/carer at this point and notify them that the pupil has absconded and provide the latest information about the whereabouts of the pupil, requesting assistance from the parent/carer as appropriate. It may be necessary to inform the police using 999 at this point if it proves difficult to maintain visual contact with the pupil. When the pupil returns to the base, provide counselling if necessary and establish what happened. Inform other agencies as appropriate.
Other staff with the remaining group of students must keep them calm and continue with activity if appropriate.

4. If pupil is not easily found after a 10 minute window, or visual contact is lost with the pupil, the following process must be adhered to:
I. Contact Police on 999, ensuring that the police are notified of any safeguarding and risks concerns we have about the pupil.
II. Contact an SLT member, either directly or through reception.
III. Phone the parent/carer and inform them of the situation
Notify parents that the police have been informed.
Inform the social worker if the pupil is under child protection (S47) or child in need (S17).
IV. Ask the pupil's peers if they know of the whereabouts of the pupil.
V. Follow police guidelines and share information as required including contact details, photographs and any other information required.
VI. Obtain witness statements from all staff and pupils involved.

5. When the situation has been resolved, the member of staff should complete a serious incident form, detailing the incident.

6. When the situation has been resolved, the Head teacher and SLT will review the reasons for this event happening and revise measures if necessary.
The Head teacher and SLT will review the incident in full and individual risk management plans will be revised and dated with details of associated incident

Whole School Rules

In order to help ALL students to achieve their rights, there are behaviours which are unacceptable. If these behaviours occur, they will carry appropriate consequences as deemed by members of staff. Consequences may include: Break or lunch catch-up time, meeting with parents/carers, behaviour contracts, loss of trips/rewards, isolation, charges or police involvement.

Unacceptable behaviours are as follows:

Verbal Abuse: Name calling, swearing at someone, inappropriate language, discriminating abuse e.g. racism, shouting aggressively at someone, etc.

Damaging Property: Graffiti, breaking furniture, breaking windows/doors etc.

Incitement: Stirring up situations, persuading others to break school rules

Bullying: Continued picking on certain individuals over a period of time.

Throwing: Food, equipment, furniture etc.

Assault: Violence towards pupils, staff or visitors (could include throwing things at them and hitting them)

Personal Belongings not Placed in Tray

Aggression: Any behaviour that staff deem to be threatening

Absconding: Climbing over fence, roof or leaving the building/classroom without permission.

Smoking: Before, during or after school in sight of staff.