

## The Centre School

### BEHAVIOUR MANAGEMENT/ANTI BULLYING POLICY

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## The Teacher

*"I have come to the frightening conclusion: I am the decisive element in the classroom, it is my personal approach that creates the climate. It is my daily mood that makes the weather.*

*As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a child humanised or dehumanised.*

### **Haim Ginott**

*"...many of the problems of control that arise in the classroom are a direct consequence of the way in which the teacher acts (or reacts) toward the children concerned.... So the teacher must examine closely what is really going on in the interaction that is taking place, and by understanding its nature modifies personal responses as necessary."*

### **Tim Brighouse**

## Statement of Intent

The Centre School will offer a positive educational experience that cultivates high self-esteem and ensures that all members of the school community can take advantage of both learning and leisure opportunities to make good progress and prepare them for the next stage of life.

## INTRODUCTION

Behaviour management is not a discrete, separate element of school life. All behaviours are communications, all in response to a feeling, experience and or stimulus. Behaviour is also an individual's personal response to their own perception and or interpretation of a situation and or an event.

Everything we do, all our words, actions, postures, planning, organisation, and also what we do not do, contribute to behaviour management. It is therefore crucial that staff consider their own behaviour at all times. At The Centre School we understand that this is where behaviour management begins. We endeavour to create an exciting dynamic learning centre for all involved and draw upon a wide range of creative ideas to place social, emotional growth, development and awareness at the centre of all we do. All classes develop ways to support children in becoming increasingly more able to regulate their emotions and manage their feelings safely.

Our Behaviour Management/Anti Bullying Policy enables all involved to focus on that aspect of school life and bring coherence and consistency to the variety of interactions we all have with children every day.

*Any behaviour management policy will only be as effective as the work of the staff who put it into practice.*

As the Elton Report (1989) points out, there are no simple remedies. It is the totality of the responses the child receives and the quality of teaching and environment that will ultimately affect their behaviour for good or ill. So any policy has to be applied with humanity, sensitivity and consistency.

## SHARED VALUES AND BELIEFS ABOUT BEHAVIOUR

We believe the management of children's behaviour should reflect the values of the school. We choose an approach and procedures, which enhance the quality of the adult - child and child - child relationships. This principle guides all our actions and rules. If and when concerns arise, all staff are to follow procedures as outlined in our policy and procedure for complaints.

The formation of healthy relationships is one of our main goals and the basis of much good behaviour management and effective learning. We are always aware that all discipline involves values and we continually strive to find better ways of helping our children to learn more satisfying ways of behaving. **We never sacrifice the long-term well-being of the child for our own short-term well-being.**

We state our values clearly.

**Our key aims are always Restitution not Retribution, Reconciliation not Revenge.**

## PROCEDURES

The school's Behaviour Management/Anti Bullying Policy deals with all areas of the children's intrinsic development and should be read and adhered to alongside the school's Positive Handling Policy and Safeguarding Policy.

## Teaching and Learning

Learning is the central focus of all we do. We strive to create the stimulating environment and the conditions that facilitate every aspect of learning. Routines also give a sense of security and consistency and are crucial to the establishment of effective teaching and learning.

- We aim to establish and maintain routines in the school and in the outdoors learning environments and to train the children to observe these routines. This helps to maintain boundaries and support the development of good habits, which will be transferable and support children as they move to other environments and situations.
- We aim to promote positive and appropriate responses, and so prevent many difficulties from occurring by good practice.
- We recognise that well planned, structured learning experiences, offering sufficient challenge with appropriate support, which are experiential, and contextualised to individual interests are crucial elements of good practice.

## Promoting Positive Relationships

Positive relationships with the students are at the heart of our behaviour management. It is our view that the deliberate, skilful cultivation by the staff member of positive relationships with the children is the cornerstone of all successful behaviour management.

Through our interactions with each other, we model positive and respectful relationships for the children. Language and listening skills are key elements in this.

## The Recognition and Reward of Achievement

Our students especially need to feel that their work or their positive responses to staff and peers are noticed and valued. This helps to motivate them and raise their self-esteem and make acceptable behaviour more likely to be repeated. Often increments in improvement seem small to outsiders but more often than not are really valued by students. The appropriate recognition and reward of these are central to our practice. We also make every effort to make the external recognition correspond to an internal sense of achievement in the child.

## Bullying

Bullying is not acceptable behaviour in our school and will not be tolerated. All the members of the school community, adults and children, have rights and responsibilities towards each other. There are clear complaints procedures set out for both students and adults.

Bullying can include:

- Verbal name-calling, sarcasm, spreading rumours, teasing
- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Cyber All areas of internet such as email and internet chat room misuse. Mobile threats by text messaging and calls Misuse of associated technology , i.e. camera and video facilities

## Equal Opportunities

We believe in equality of opportunity for all students, including those who behave appropriately, and we make every effort to ensure this is reflected throughout practice at all times.

## Parental Involvement

The school endeavours to make good relationships with parents and carers. The school takes a systemic approach and therefore see the parents/carers as essential partners in the task of education and managing behaviour and attempts to positively involve parents/carers in all aspects of their child's learning and behaviour. All staff play a key role in developing and

supporting these positive links and enabling relationships. We meet with parents/carers every term.

## **Equality Act 2010**

Equality Act 2010 The policy acknowledges the School's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs/disabilities.

The following characteristics are protected characteristics

- Age
- Disability
- Gender Reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

## **Positive Handling**

See *The Centre School Positive Handling Policy, Safeguarding Policy*

*'Guidance on the use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders'* Issued by the Department for Education and Skills and the Department of Health, July 2002.

## **Monitoring Arrangements**

This policy will be reviewed by the school every 2 years or where sooner where necessary. At every review, the policy will be approved by the Principal and The Centre School Local Governance Committee.

## Rewards Procedures - Appendix 1

The Centre School uses a variety of awards for students.

Each half-term students receive awards for:-

1. Points scored on behaviour cards. Students can score 9 points per lesson.
2. Awards for attendance, both for 100% and over 95%.

Students are kept aware of their position in the tables by a weekly update which is posted on the board.

Certificates are awarded on a half-termly basis for:-

- A. Student of the half-term.
- B. Highest point scorer.
- C. Contribution to lessons etc.

Parents/carers are also called if we feel we have something significant to report – e.g. examples of peer monitoring, significant improvement.

We will also give certificates and awards for one off things e.g. a year 7 student who has made an excellent start in the three weeks he/she has been with us.

## DEALING WITH BEHAVIOURS THAT CHALLENGE – Appendix 2

### General Principles

1. The routines we establish guide all the activities in the classroom.
2. We try to be as positive as possible and show empathy with the child e.g. *“You did very well this morning. I know it is difficult for you but I know you can start to make this problem smaller”* etc. Positive feedback is given frequently. We remind children in difficulties of times when they coped well or of good things they have achieved. Or we focus on those who are getting it right and praise them which often has a positive effect on the ‘misbehaving’ child. Our aim is to catch the students who are doing the right thing and celebrate.
3. We consciously model strategies for dealing thoughtfully with difficulties.
4. We are alert to good thinking by students and compliment it explicitly, *“I like the way you worked that out, that shows you thought about it.”*
5. We try to remember to concentrate on the primary issue that is the one that required our response in the first place. We avoid arguments.
6. Sanctions or consequences are only involved when other strategies have failed and we give the child adequate notice that their behaviour will lead to a sanction or consequence rather than threatening them.
7. We pre-empt a possible negative attitude or response by immersing the child in positivity where this is clearly breaking down.
8. Antiseptic bouncing – where a child is provoking and is causing a negative feeling in the classroom or learning and a possible incident will be pre-empted by the child being given a diversionary task. This may be being asked to take a message to a member of staff.
9. Occasionally we have to employ reactive strategies. Here we are thinking simply of calming or making safe a potentially dangerous situation e.g. breaking up a fight, preventing a child from damaging him/herself or others’ properly. While making these decisions, we will be making an ongoing dynamic risk assessment of the behaviour and the situation and considering how best to pre-empt a potential incident and minimise risk. We understand, however, that staff always revisit incidents and respond to them in line with this policy as soon as possible after the incident has been diffused.

*“It is the certainty, rather than the severity of the consequence...”*

Bill Rogers

## There is a range of strategies we use in dealing with behaviours that challenge.

- We treat children with respect even when they are exhibiting behaviours that challenge.
- We ignore inappropriate behaviour when noticing it would cause more disruption or as part of a planned approach. However, this is always followed up at a more appropriate time.
- We avoid talking above background noise.
- We focus on those who are behaving and working well and praise and encourage them.
- We use eye contact, facial gesture and or signals to express approval and disapproval initially.
- We have a quiet word with the student who is exhibiting behaviours that challenge, telling them that the behaviour is not acceptable and should stop.
- We describe the effects of the behaviour not the behaviour itself (“when you are making a noise or messing about, the others can’t hear or learn”).
- If necessary we send for help in good time.
- We are prepared to find the best adult and best conditions to resolve the issue, and prepared to change adults where necessary in order to support both the child and adults.
- We allow students time to make amends or take time to follow up an instruction.
- We follow up inappropriate behaviour with a pupil on their own where possible.
- We discuss problems and difficulties privately as far as possible.
- We follow the guidelines if restrictive intervention is needed, and only after use of de-escalation techniques.
- We accept that sometimes it is appropriate to show controlled anger. We can thus model appropriate anger to the students. We do so in a controlled way and avoid blaming. We give an “I” message e.g. *“I feel very angry that you have spoken so unkindly to Scott”*.
- We only raise our voices in exceptional circumstances and always in a controlled manner.
- We give opportunities for reparation and restitution when all those involved are ready and without increasing delays.
- We model reconciliation and support these processes as appropriate.



## Stages of escalation – 3 is possible positive handling/ restraint stage:

- |                                       |  |
|---------------------------------------|--|
| 1. Anxiety,                           | need for support   |
| 2. Defensive / increasing aggression, | need for clear limits, boundaries and choices.                 |
| 3. Loss of control/ violence,         | need for physical intervention to reduce risk.                 |
| 4. Recovery,                          | need for a co-ordinated “letting go” process                   |
| 5. Learning,                          | need for a structured therapeutic review and forward planning. |

## Limit Setting

Limit setting is the first intervention when rules or routines are breached. We use it for all low level misbehaviour e.g. interfering with others, cussing, refusal to work, non-compliance, work avoidance strategies etc.

**Stage 1** – We remind the child by signal, facial expression or word that they have broken a boundary and re-direct them back to the task. We stop what we are doing, turn to the student and let them know what we want *“Lee, could you get on with your work, thank you!”* We use presupposition – we expect the child to do the right thing. We remain calm, we don’t raise our voices, we make eye contact with the student and let them know by our facial expression that we mean business. If necessary, we move physically close and repeat our request showing firmness, not anger. If the student gets back to work we thank and praise them, stay a little while and then move on. We constantly catch those children doing the right thing and praise accordingly.

**Stage 2** – Answering back: we know from experience that all back chat is the same. The aim will be to excuse, evade responsibility, to pretend helplessness, deny, avoid, accuse of not helping.

These are all **diversionary tactics**.

We never respond to answering back, by doing so we potentially feed the escalation of an incident. We stay calm and insist on our previous instruction. Sometimes the student will say *“You won’t help me.”* This is to cover themselves. We don’t get involved in a discussion. We stay calm and insist firmly on the child getting back on task. When they do we thank them for getting back on task, stay a little while and move on.

Limit setting does not always work but it is the best starting point for dealing with disruption.

When we have tried stages 1 and 2 and see it is not working we move quickly to a new strategy.

**Stage 3** – We give a warning *“I have given you the chance to put things right. I am now telling you that if these choices continue there will be consequences.”* Allow take up time for child to internalise and respond to instruction.

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We have a variety of consequences. We try to make them appropriate to the misbehaviour e.g. *“Well I see you are refusing to do your work. Okay, since the others are working and you are having free time it’s only fair that you should do yours during playtime when they are having their free time.”*

## Trauma and Mental Health informed practice – Appendix 3

We have adopted an evidence-based research approach to dealing with trauma and mental health issues in the school. Our policy is underpinned by the Adverse Childhood Experience Study ([Felitti, 2009](#)) and we apply the P.A.C.E model (Playfulness; Acceptance; Curiosity; Empathy) by Dan Hughes.

PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how adults connect with the pupils. Key staff members have achieved a Diploma in Trauma and Mental Health informed Schools who disseminate the knowledge and incorporate the practice through staff training and modelling.

Ways of discounting a child's feelings	Examples of lacking empathy and curiosity	Underlying psychological message to the child, where there is no acceptance, curiosity or empathy	Responses that are accepting/curious/empathic
<b>Disapproving</b>	<ul style="list-style-type: none"> <li>• 'Stop crying.'</li> <li>• 'Come on, don't make a fuss.'</li> <li>• 'Don't get angry.'</li> <li>• 'Now just stop that right now.'</li> </ul>	<ul style="list-style-type: none"> <li>• You are wrong to have that feeling.</li> <li>• I'm not comfortable dealing with your feelings.</li> <li>• This is a bad feeling to have.</li> </ul>	<ul style="list-style-type: none"> <li>• 'I can see you are really angry/upset/supported by this.'</li> <li>• 'It's really fine for you to feel like this.'</li> <li>• 'If the child is not behaving in a safe way and you need limit-setting: 'It's really fine to feel this, but I need you to be safe so I'm going to stop you doing x...'</li> </ul>
<b>Dismissing</b>	<ul style="list-style-type: none"> <li>• 'Come on now cheer up.'</li> <li>• 'Don't be silly.'</li> <li>• 'It's nothing to worry about.'</li> <li>• 'Let's have a smile from you.'</li> <li>• 'Just forget about it/move on.'</li> </ul>	<ul style="list-style-type: none"> <li>• Don't have the feeling you are having. Have a nicer feeling instead.</li> <li>• Your feelings are not important.</li> <li>• You are a burden; you need to change your feelings to suit me.</li> <li>• You are not worth listening to.</li> </ul>	<ul style="list-style-type: none"> <li>• 'I can see that you are really angry with me for doing x.'</li> <li>• 'So x is really painful for you.'</li> <li>• 'So y makes you mad.'</li> <li>• 'No wonder you are feeling x. It's hurtful when y.'</li> </ul>
<b>Defensive</b> e.g. child says 'I hate you'	<ul style="list-style-type: none"> <li>• 'Don't yell...'</li> <li>• 'Don't talk to me like that.'</li> <li>• 'Quit making responses – I've spent all morning with you and then you go and...'</li> </ul>	<ul style="list-style-type: none"> <li>• You are someone who makes other people feel bad.</li> <li>• Feel ashamed.</li> <li>• Feel guilty.</li> <li>• It's your fault.</li> <li>• Feel bad about who you are.</li> </ul>	<ul style="list-style-type: none"> <li>• 'I am sorry I raised my voice. I needed you to stop (hurting x) but I should have found another way.'</li> <li>• 'I realise I got triggered by you doing x. I apologise.'</li> <li>• 'I can hear just how cross and angry you are with me.'</li> <li>• Empathising with the negative transference: 'So you are seeing me as someone who is being really unfair... and if you are seeing me like that, I can imagine you may be feeling pretty angry with me right now.'</li> <li>• Parent: 'I will come back in 5 minutes when I've thought of a good way for us to solve this problem' (essential time away to self-regulate)</li> </ul>
<b>Deflecting/ distracting</b>	<ul style="list-style-type: none"> <li>• Changing the subject.</li> <li>• 'Don't worry, let's look at this book. Shall we go and play in the sand?'</li> <li>• 'Be brave.'</li> </ul>	<ul style="list-style-type: none"> <li>• Stop feeling what you are feeling.</li> <li>• In deflecting, the child's behaviour can escalate – as they don't feel heard.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Validating empathy: 'No wonder you're feeling x. It is painful when y happens.'</li> </ul>
<b>Diminishing the child's experience by comparing it to that of another, or to your own experience</b>	<ul style="list-style-type: none"> <li>• 'It's not that bad. Bobby has had much worse than that and he's ok.'</li> <li>• 'I know just what you are feeling because it happened to me.'</li> <li>• 'You're making a mountain out of a molehill.'</li> </ul>	<ul style="list-style-type: none"> <li>• You are just making a fuss.</li> <li>• You shouldn't be feeling this.</li> <li>• Your painful feelings aren't really that painful.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Thank you for having the courage to let me know just what you are feeling right now.'</li> <li>• 'So, you're letting me know that you are feeling really miserable right now... I can understand that...'</li> </ul>
<b>Patronising</b>	<ul style="list-style-type: none"> <li>• 'Look, when we feel angry what we need to do is...'</li> <li>• 'You are just tired.'</li> <li>• 'Now now come on, pull yourself together.'</li> </ul>	<ul style="list-style-type: none"> <li>• I know better than you.</li> <li>• What you feel is irrelevant, unimportant.</li> <li>• Your feelings are not warranted given the situation.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Will you help me to understand what that felt like for you...?' (curiosity)</li> <li>• 'Will you let me know what might help you right now? If I was really helping you in the way you need right now, what should I be saying/doing now?'</li> </ul>

## Sanctions and Consequences – Appendix 4

Sanctions and consequences are sometimes needed to deal with serious and repeated misbehaviour. In applying them we also give the opportunity to make **reparation** and to set targets for desirable behaviour. They are used after other strategies have been tried and found to be ineffective. We make every effort to ensure that the imposition of sanctions and consequences is done in a manner that is 'antiseptic' e.g. uncontaminated by our own feelings of hurt and inadequacy or by negative feelings towards the child, and avoid shaming the child, and focuses on behaviour. (See dealing with Behaviours that challenge.)

Sanctions and consequences include:

- Where a student persistently refuses to observe the rules the parent or carer will be contacted and reminded that further refusal will lead to possible exclusion.

We also use the following on some occasions:

### 1. **Parent Consultation**

Discussion with the parent/carers can result in agreements about sanctions the parent can impose if the school sanctions are not working. A phone call or meeting can sometimes be very effective. So can a letter home.

### 2. **Making Restitution (See separate policy – Restorative Approaches)**

Children are given the chances to make reparation.

### 3. **Exclusion for a fixed period (see the Exclusions Policy)**

### 4. **Permanent Exclusion (see the Exclusions Policy)**

We only invoke this when it is clear that we cannot meet the child's needs and he has become a danger to him/herself and to others in the school.

## Management of Serious Disruptive Behaviour and Aggression – Appendix 5

We use many strategies and options to manage these situations. The selection of specific management techniques depends in part on the personality and character of the individual staff member and his/her relationship with the student. No strategy or set of strategies guarantees success. However, the following principles inform and govern our management decisions.

- We remain **objective and calm** in both speech and actions. We recognise that firmness does not require shouting or threats.
- We constantly strive to improve our understanding of the students and their behaviour. We know they are often externalising inner conflicts. They do interpersonally what mature people do interpersonally. They demand the control that they can no longer provide for themselves. We aim to pre-empt physical intervention i.e. restrictive intervention by ensuring the creation of an emotionally containing environment.
- We attempt to see through the behaviour presented by the child to the possible meaning or message being expressed. So we ask ourselves what the behaviour means to help us think and respond appropriately.
- We listen pro-actively and respond quietly to the student. We do not overwhelm the child with loud and insistent directives.
- We avoid looking for an immediate solution unless the situation is dangerous when we adopt a reactive strategy. If appropriate we tell the student that we will deal with the issues later and we re-direct them back to work. While making this decision we will be making an ongoing dynamic risk assessment of the behaviour and the situation and considering how best to pre-empt the escalation of an incident and minimise risk.
- At all times, on responding to behaviour, we aim to analyse, not personalise. This way we stay flexible for as long as possible and avoid escalating the confrontation, we use help script for colleagues and clear communication to support each other in this.
- We try to maintain positive attitudes that are constructive. We remind the child of previous good behaviour or similar situations that they dealt with well, progress they have made and how they made it.
- We always remind the student of options and consequences. We do not issue directives or threats that are unachievable.
- We are very aware that often the natural biological response to acts of violence is to get angry at the aggressor. However, we recognise that it is not the rational or most effective response. We school ourselves to resist the biological response.
- We use a range of diversionary strategies. The more unusual are likely to be the most effective. Humour is a powerful tool when used sensitively, to pre-empt a crisis.

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- Involving other people in a non-threatening way can divert the confrontation and reduce the aggression and is a strategy we often use.
- It is sometimes necessary to remove the child from the situation. We try to do this in a neutral way, that is uncontaminated by negative or hostile feelings. Our message is 'we care about you enough to not let you be out of control or hurt anybody'.
- We always promote physical safety and do everything possible to prevent physical injury to everyone.