

Behaviour Policy

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| Signed by: | | | |
|  | Headteacher | Date: |  |
|  | Chair of Management Committee | Date: |  |

Tor School is committed to the creation of teaching and learning environments which meet the needs of young people. We aim to empower children to achieve in an atmosphere of safety and mutual respect. By removing barriers to learning that have been entrenched in former educational settings we work to support transfers back to mainstream school, further education or the world of work. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and to encourage others to do the same.

**Purpose**

The purpose of the policy is to provide a simple, practical code-of-conduct for staff, learners and parent/ carers which:

• Recognises behavioural norms

• Positively reinforces behavioural norms

• Promotes self esteem and self discipline

• Teaches appropriate behaviour through positive interventions

We believe all of our pupils can do well. We encourage success by supporting them to meet the following expectations:

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| --- | --- | --- |
| Ready | | |
| Be on time and go to all lessons | Use mobile devices appropriately | Eat and drink in the right places |
| Safe | | |
| Stay on site, be in the right place at the right time |  | Look after other people |
| Respect | | |
| Use appropriate language | Look after the building and equipment | Listen and expect to be listened to |

Children want adults to:

* treat them as a person
* help them learn and feel confident
* make the day a pleasant one
* be just and fair
* have a sense of humour

and not to:

• get upset or angry in the face of misbehaviour

All adults at Tor School have agreed to be :

* Welcoming
* Calm
* Aspirational

Many of our young people present with challenging behaviours. There are two extremes on a continuum. Those who externalise their feelings and behave in ways that draw attention to themselves or distract from how they feel; and those who internalise and disassociate themselves from their environment effectively shutting down. Neither of these responses is healthy or ok.

Behaviour is usually, but not always a response to an emotion, but all behaviour is a form of communication and we as professionals should be adept at spotting and analysing what is being communicated.

When dealing with misbehaviour the following system will be used:

***Attune***: Be alert to how they are feeling: demonstrate attuning to their emotional state showing you can catch how they feel through facial expression, body language, gesture, noises

***Validate***: Be alert to the child’s experience: validate their perspective/experience/feeling. This needs to happen before you move to help them regulate it. This is the beginning of being able to think about feelings. Avoid reassuring, persuading otherwise, contradicting.

***Containment***: Be alert to how they are feeling: demonstrate containment. Show that you catch and understand the pitch/intensity/quality of their feeling or mood and that you can bear it. Make their strong emotions a survivable experience. *Catch it, match it and digest it.*

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| --- |
| 1. I notice that you … (very specific feedback on what is happening) 2. I know you are better than this, remember last week when ….(reminder of previous good behaviour) 3. This is learning time now so I’d like to have a 2 minute conversation with you about this at (lunch, break, planned time) |

It is important to then walk away and get drawn into secondary behaviour designed to drag you off at a tangent.

**6 ways of rerouting power play and tangents:**

I understand that you are (angry, upset, livid)…

I need you to …(come with me so we can resolve this properly)

Maybe you are right..(maybe I need to speak to them too)

Be that as it may ..(I still need you to join the group)

I’ve often thought the same.. (but we need to focus on)

I hear you ..(It’s not easy but I know you can do it brilliantly)

**The repair meeting**

Sometimes a longer meeting is necessary with a pupil to repair the relationship. This should be a friendly informal meeting in one of the quiet rooms with a glass of water or a cuppa provided by you for the pupil. If a pupil clams up answer the questions yourself and muse curiously.

1. What happened? Listen and don’t interrupt
2. What were you thinking/ feeling at the time?
3. What have you thought since?
4. Who else was affected by what happened?
5. How have they been affected?
6. What can we do differently in the future?

Use your judgement to phrase the questions for the pupil in front of you. The meeting should feel natural not stinted.

Learning of any kind can only take place when these consistencies are present or felt. All adults should adopt a common approach recognising that punishments or heavy sanctions do not work with our pupils. They are adept at playing games with them. Secondary behaviours designed to deflect from the original behaviour, or enter into power play should always be ignored. However, knowing that someone will at some point talk to them about their behaviour will get the message across. If someone is refusing to work or move it’s never a good idea to get drawn into long protracted tangential arguments or bargaining.

**Exclusion**

The vast majority of behaviour is managed in school however, on occasion a learner might be required to leave school premises. In cases where s/he refuses to leave an appropriate staff member will contact parents.

There are a number of more serious behaviours that stop learners doing well and could result in exclusion or a review of placement. These include:

* Verbal or physical abuse of staff
* Bullying – physical, verbal, emotional
* Sexual harassment of any kind
* Prejudice on grounds of race, age, gender, sexuality, disability and others
* Carrying an offensive weapon
* Use or sale of alcohol or other mood-changing drugs
* Deliberate damage or theft of property
* Smoking in or around the building
* Refusing to leave the premises when asked
* Gambling