



Behaviour Management Policy

Revised and Reviewed

August 2024

Behaviour and anti-bullying policy

(Including guidance on Physical Intervention)

Testlands view behaviour as a form of communication.

Behaviour is a sign that someone may not have the skills to tell you what they need. Sometimes, people might not know what they need and poor behaviour is their way of saying that they need help to communicate.

The best interests of the child must be a top priority in all actions concerning children. This policy is a statement of the aims, principles and strategies for positive behaviour management.

We recognise all the protected characteristics of the Equality Act 2010 and commit to respect them. We aim to prevent all forms of discrimination, harassment and victimisation related to the protected characteristics for all members of the community. We avoid using physical intervention whenever possible. We always follow the DfE Guidance: Use of reasonable force.

Bullying of any kind is unacceptable at Testlands.

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1. To promote self-discipline and ensure good social and learning behaviour. 2. To allow time to reflect and understand the emotions caused by their actions. 3. To create a community where everyone treats each other with respect. 4. To establish guidelines for excellent behaviour and ensure everybody follows them. 5. That everyone understands that bullying is not acceptable and what they should do if it occurs.

Children attending provision run by Testlands have rights under the UN Convention on the Rights of the Child. [Layout 1 \(unicef.org.uk\)](http://unicef.org.uk)

A system of rewards and reflective practices is used to fulfil the aims of this policy:

Positive behaviours that may result in praise and rewards include:

- Kindness and consideration.
- Good friendship skills
- Positive learning behaviours such as resilience, perseverance, curiosity, independence, reflection and teamwork.

Unacceptable behaviour incidents are defined as:

- Repeated breaches of the rules
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent) ● Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments, Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking or Vaping
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items, such as: Knives or weapons, Alcohol, Illegal drugs, Stolen items, tobacco and cigarette papers, Fireworks, Pornographic images

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- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to, the property of, any person (including the pupil).

Systems used to support positive behaviour:

- Children will receive tangible for consistently positive behaviour within our provisions
- Specific verbal praise - directed at positive learning and social behaviour ● Positive comments directed to children (positive reinforcement)
- Positive notes home
- Phone calls home
- Achievements celebrated via social media

We have the following 'Reflection' system in place when required:

Stage 1- Reflection time - Relevant time in a safe space to reflect on behaviour/choices

Stage 2- Second reflection - Relevant time in a safe space to reflect on behaviour/choices

- After each reflection time a Testlands member of staff will work with the child/young person to reflect on their behaviour/choices and agree on positive actions moving forward

Stage 3- Final reflection time- Relevant time in a safe space to reflect on behaviour/choices whilst a phone call home is made to request the child/young person is collected. A Testlands member of staff will work with the child/young person to reflect on their behaviour/choices and agree on positive actions moving forward on their return to any Testlands provision.

At no stage do we suggest that the child is not welcome back, we would rather discuss how/what we can do to make it more successful next time.

Each reflection with a child/young person will follow this restorative approach:

1. What happened?
2. What were you thinking? What are you thinking now?
3. How were you feeling? How are you feeling now?
4. Who has been affected? How were they affected?
5. How might the other person be feeling now?
6. What needs to happen to put things right?

We foster a restorative learning environment that allows everyone to share their thoughts and feelings and move forward.

Emotion Coaching

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. When children struggle, we aim to use the language of emotion-coaching to validate their feelings and help them move on:

- 1) Recognise the child's feelings
- 2) Validate the feelings and label them
- 3) Set limits on behaviour (if needed)
- 4) Problem solve with the child

Rewards

It is recognised that positive behaviour and good attendance is more likely to be fostered in a climate of rewards and encouragement. Rewards are given to students by teachers to provide a means of supporting academic, extra-curricular and social development and are recorded on SIMS.

Suggested criteria for awarding a positive rewards to students are:

- 1) Going above and beyond to progress
- 2) Sustained improvement in the standard of their practice
- 3) Sustained improvement in attendance, punctuality and attitude
- 4) Helping other students to make progress
- 5) For being an excellent ambassador for Testlands

Other positive recognition includes:

- 1) Positive feedback (oral and written)
- 2) Contacting home
- 3) Certificates
- 4) Display boards
- 5) Stickers

Boundaries

Children need to gain self-awareness of how their behaviour affects themselves or others. Experiencing feelings of intensity is not a bad thing, our long term aim is to help children reduce the intensity of these emotions. While we teach the children that it is okay to have big feelings, there will be times that we need to set a limit on behaviour. Our system is non-punitive, yet we understand that some actions need a reflection time. While we believe a reflection time/ further consequence is needed, these will come from a supportive place. When an action is needed to be put in place for a child, this may not be immediate as the child may still be in a crisis state. At the point of action, staff will ensure that a consistent approach is adhered to ensure that it ties in with our practice of 'It's okay to feel...it is not okay to...'

Explain : To be clear about what you need to do

Remind : You may need to cooperate with an adult for support

Action : An action is needed when your big feelings are affecting others 5

Use of Physical Intervention

Physical Intervention is considered as a last resort to support young people in times of crisis:

- Physical Intervention should be avoided wherever possible.
- It is never a substitute for good behaviour management.
- Other methods of managing and de-escalating any situation which arises should be tried first, unless this is impractical.
- The main reason for intervening physically is to keep people safe.

This policy sets out the circumstances in which physical intervention might be appropriate and discusses the meaning of “reasonable force”. It adheres to section 550A of the Education Act 1996, and complies with the LA guidelines, including the Health and Safety at Work Act Planning to avoid Physical Intervention

At Testlands we are proactive and plan to avoid Physical Intervention wherever possible.

This is achieved through:

• Our Behaviour Policy, which promotes positive behaviour management strategies and outlines how a Positive Behaviour Management Plan might be used with specific children. A Positive Behaviour Management Plan details how we arrange support in the areas of: • risk assessment

- early intervention
- preventative measures
- proactive measures
- planned support

Only staff who have undertaken training to use specific physical intervention techniques (eg. Team Teach) should be authorised to use these on young people.

However, everyone has the right to use reasonable force to prevent an attack against themselves or others, whether they are formally authorised or not. If this is used with the best interests of the child in mind.

When to intervene with reasonable force?

The following categories would be considered legitimate situations in which to consider physical intervention as a last response:

1. Committing a criminal offence.
2. When there is risk of injury to self and/or others.
3. When there is risk of significant damage to property.

Examples of situations in categories 1, 2 and 3:

- A child attacks a member of staff, or another child.
- Children are fighting.

- A child is engaged in, or is on the verge of committing, deliberate damage or vandalism to property.
- A child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.

- A child is running around the facilities in a way in which he or she might have or cause an accident likely to injure him or herself or others.
- A child persistently refuses to obey an instruction to leave a room.
- A child is behaving in a way that is seriously disrupting a lesson.

In these situations, we would remove the class to a safe place rather than intervening physically.

- A child leaves the provision grounds.

In this situation, we assign members of staff to watch out for the child's safety. If the child leaves the grounds, we will not chase, as this is likely to put the child in more serious danger – running across roads etc. We will follow the child calmly, asking the child to make the safe and correct decision to come back into the building. We always contact parents if a child leaves the grounds, even if the child comes straight back. In more serious situations, such as the child putting themselves at serious risk of harm we will also contact the police.

What is a Reasonable Force?

There is no legal definition of reasonable force, so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case. There are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Is Physical Intervention necessary?

Before intervening physically we, wherever practicable, tell the child who is misbehaving to stop, and what will happen if he or she does not. We continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical intervention will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and we should never give the impression that we have lost our temper, or are acting out of anger or frustration, or to punish the child.

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Recording Incidents

We make a detailed, contemporaneous, written report of anywhere physical intervention is used. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint. Immediately following any such incident the member of staff concerned should tell the site Manager or Senior Leader and provide a written report as soon as possible afterwards using the form in the Physical Intervention Guidelines for Schools. We

inform parents formally and seek their cooperation, for example, by drawing up individual behaviour management programmes.

Last reviewed: August 2024

Next review date: August 2025

Signed by: B.Stanley