Archers Brook SEMH School
Behaviour Management Policy

Approved by:	Pupil Inclusion Sub Committee	**Date:**	October 2026
Last reviewed by:	Jim Hilditch	**Date:**	September 2026
New review due:	September 2027		

Context

Archers Brook SEMH School is an 11 to 16 day special school. Children and young people attending the school all have statements of special educational need for behavioural, emotional and social difficulties. A significant number have additional difficulties in communication and interaction, cognition and learning and of a physical, sensory or medical nature. This policy reflects the necessity to respond positively and effectively to this diverse and complex range of needs.

Vision

'We are learning today to be successful tomorrow' by:

- Planning for the future
- Learning to express ourselves and understand others feelings
- Having confidence and self belief
- Being resilient and always looking for a positive way forward
- Maintaining self respect
- Accepting the consequences of our actions

All Archers Brook staff members are committed to upholding these values through the school's core principles of; consistency, conviction and care applied to all duties undertaken at the school.

We are proud to have such a positive community which stretches well beyond the school site. Together, through the consistency of our actions, the schools' partners and the staff ensure that all pupils receive equitable and valuable learning experiences each and every day of their school career.

Together we share a commitment to the young people with whom we work to ensuring that they have the learning opportunity today to be ready to be successful tomorrow.

Types of Behaviour

Children arrive at school with different patterns of behaviour. We recognise that the starting point for each child is different and we carefully monitor progress for those with difficulties. We are also mindful of the fact that circumstances outside school may affect behaviour in school. Whilst this cannot be used as an excuse for inappropriate behaviour, it should influence the way in which each individual's behaviour is managed.

The same high standard of behaviour is expected from ALL children. Examples of acceptable and unacceptable behaviour include.

Acceptable Behaviour	**Unacceptable Behaviour**
Respecting others and their property	Rudeness and aggression
Following instructions	Fighting or physical attacks of any kind
Considering others	Swearing, racist or sexist remarks
Trying hard	Threatening behaviour and bullying
Valuing others points of view	Leaving classroom without permission
Being helpful	Behaviour which is offensive or disrespected
Being polite	Refusing to follow instructions.

School Expectations

In consultation with the children, we have developed a set of standard school expectations that are promoted and reinforced in a consistent manner throughout all aspects of school life. These are displayed within classrooms and across school and form one of three strands of the Dojo points system.

KS2

- Be ready - to learn & allow others to learn
- Be safe - follow instructions
- Be nice - and respectful. To others and things

KS3&4

- Right time, right place, ready to learn
- Follow staff instructions
- Show respect – be considerate and safe

These expectations will be consistently reinforced by staff at all times. At no time should children be allowed to fall short of these expectations without there being appropriate interventions.

Strategies for Encouraging Good Behaviour

To encourage positive behaviour, staff will provide a good role model to children and employ a variety of strategies within the classroom. These will include;

- Making the class and school rules and expectations clear to the children

- Using positive and specific praise for appropriate behaviour
- Recognising good social behaviour and rewarding it appropriately
- Organising the classroom environment to promote effective learning
- Minimise the potential for disruption – this will include no mobile phones, bags and coats being kept safe*
- Being aware of race, gender and learning issues in their responses to children's behaviour, respecting cultural differences, and avoiding stereotypes
- Being sensitive to children's individual needs in a learning or social context
- Being alert to bullying behaviour (see Anti-Bullying Policy)

*these items will not be taken without permission but it is the expected norm that phones are handed in for the day as per our daily routine, bags are left in classrooms and coats are left in classrooms to be worn only at breaks. We will explain in detail to pupils and parents on induction and as the need arises in a way that the individual can access. Any exceptions will still broadly follow these rules and will be time limited. Any refusals will incur a meeting with parents to define next steps.

As a school, all staff will

- Ensure that any feedback is constructive and highlights how a positive outcome can be achieved.
- Demonstrate the positive behaviour we wish to see at all times
- Encourage children to be responsible for their own actions

The ZONES of Regulation

By implementing the Zones of Regulation curriculum, we aim to teach our pupils to identify emotions in themselves and others and provide them with a bank of strategies to regulate their emotions, supporting them in improving their wellbeing.
Pupils learn how to use strategies or tools to remain in a zone or move from one to another. In order to achieve this, pupils explore calming techniques, cognitive strategies and sensory supports so that they have a 'tool box' of methods to use. Initially the implementation of The ZONES of Regulation will be with Yr7 and Yr8 pupils.

Whole School Reward System

Children will be given regular and frequent praise and rewards by the staff within each lesson to reward good behaviour, good work and effort. Each pupil will make use of the whole school DOJO reward system with the TA, in conjunction with class teacher, scoring a 1 (achieved) or a 0 (not achieved) each lesson for the three target areas. These scores will form the basis of the weekly/termly form and whole school reward incentive. DOJO target areas;

- Academic progress
- Boxall target
- Classroom expectations

To achieve their *academic progress* target pupils must complete all their work to, or above their expected standard in that subject.

To achieve their *boxall target* pupils must have adhered to the individual or group specific target throughout the lesson. This is reviewed weekly by the TA and form tutor and can be broken down into smaller steps to help achieve the overarching Boxall target.
To achieve their *classroom expectation* target pupils must have demonstrated the school expectations throughout the lesson.

The behaviour reward system revolves around the three DOJO target areas and is brought together during form time in lesson 11 on Friday. Form tutors will analyse and review the weekly points rewarding individuals or groups within that time suitably. Vouchers will be awarded weekly to the top three scoring pupils and a half termly top 10 trips arranged. The form TA will utilise DOJO for positive home communications and updates relating to pupils. See Appendix *Expectations for Class DOJO*

If there is a behaviour incident that needs to be noted the classroom teacher will log the incident in Arbor under Student, Behaviour, Incident. For situations that need action from more than the class/form teacher or safe guarding concerns a record is made in CPOMS and alerted to the relevant staff. These are reviewed by the key holders and appropriate interventions can be put in place and consultations made with parents and professionals. This runs in accordance with the Safe Guarding policy. The TA will note a summary of each pupil's day in Arbor under Student, Behaviour, Behaviour notes.

School Processes

If pupils are off task staff should attempt to work through the below strategies to reengage the pupil;

- Verbal and visual prompting, specifically referring to the point they are 'forgetting'
- Modelling/explaining desirable behaviour
- Given an alternative means of completing the task
- Given an alternative task with the same learning outcome
- Change of seating/work space
- Time out
- 5 mins mediation time to resolve the problem

If a pupil is displaying persistent negative behaviours and are not responding to in-class support strategies, then referrals can be made to access additional support facilities within school. These should not be used as a punitive measure but as a means to re-engage pupils by addressing their issues.

- The Den
- Learning mentor/family support advisor
- Complimentary therapists
- Counsellor
- Peer mentoring
- MHFA

In the case of reactive situations where staff or the pupil believe they need to be away from the classroom the school PA system can be used to call for assistance from covering staff and SLT. Breakout areas can be used to assess, calm down, undertake work and mediate with the pupil to allow the issue to be resolved.

- Regulation station - An area for named pupils who need regulation through a calm, alert or organised manner.
- Sensory room - An area for pupils to self-regulate through sensory feedback.
- Workroom - An area for pupils to undertake lost learning whilst being supervised.
- Reflection room - An area for pupils who are dysregulated and need supervision to regulate.
- Breakout room - An area for pupils who are dysregulated and disturbing the learning of others and need supervision.

The classroom teacher should be the first to initiate any sanctions with liaison and recommendations from the form tutor sort if issues don't improve or become resolved. At this stage individual behaviour contracts, group behaviour plans and behaviour scripts can be devised. SLT will be aware of the actions and interventions through staff briefings and oversee the outcome. SLT will implement further actions to reinforce improvement. Sanction to be used;

- Verbal warning
- Loss of gained time
- Phone call home
- Break, lunch or after school detention
- Catch up time to complete work or work to be completed at home
- Reparation work

Physical Intervention

Occasionally situations may arise in which physical restraint may be required. All members of staff have been 'CPI' trained and may use such restraints as is reasonable in the circumstances for the purpose of preventing the child from doing, or continuing to do, any of the following:

- Causing personal injury or damage to property
- Engaging in behaviour which puts their own or others personal safety at risk

Practical methods to defuse the situation should always be considered before restraint is used including keeping calm, offering verbal prompts or retreat.

In a serious incident leading to physical restraint, the member(s) of staff involved should complete a record of the physical restraint in the Incident Report Log Book available from the staff room.

Violence at Work

The school will ensure, as far is reasonable and practical, that members of the school community are not subjected to any form of;

- Violence
- Abuse or threatening behaviour
- Anti-social behaviour
- Intimidation, bullying or harassment.

In the event of work-related violence, we refer to the CWAC Violence at Work policy to manage and respond to the incident.

Inter-relationships with other Policies and Legal Requirements

The school will implement its behaviour management policy with due regard to the following: -All school based linked policies.

- The Special Educational Needs and Disability Act 2001.
- The Accessibility Plan arising from the act.
- The Race Relations (Amendment) Act 2000
- The Human Rights Act 1998
- The appeals / complaints procedure
- Reporting of Injuries, Diseases and Dangerous Occurrence Regulations 2013

With regard to the above legal requirements the Governing Body reserves the right to review individual cases and respond to these individual circumstances appropriately; this will include review of attendance in cases where pupils' complex learning and social needs may require an entirely different response to the structure of the established high quality learning environment here at Archers Brook School.

Monitor and Review

- The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed.
- The Governing Body will regularly review this policy and associated procedures to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff, trade unions, parents and carers.
- The outcome of the review will be communicated to all those involved, as appropriate.