

Our rules and positive phrases:

Safe
Respect
Ready

At Morgans we NEVER raise a child's anxiety level

We de-escalate situations by allowing time to calm down and by saying:

'I can see you are upset... can you talk about how you feel?' 'You talk, I'll listen' 'When you are ready, we can talk about how you are feeling/what happened.'

We teach children to say:

'I can recognise when I am upset... I need time/space or I need to talk about how I feel'.

We teach children how to **self-regulate** to be the best they can be.

Our Vision: The 7 Learning Powers

These attributes and learning habits are taught and modelled to encourage the pupils in our care:

Confidence
Curiosity
Collaboration
Communication
Creativity
Commitment
Craftsmanship

These are at the core of all we do and believe in at Morgans and are the key attributes we teach and expect all members of our community to exemplify. Through these we teach the child the meaning of **self-efficacy**.

We **expect** our pupils to stay **Safe** and keep others safe.

We **empower** our pupils to **Respect** themselves and others.

We **enable** our pupils to be **Ready** to learn and to be **engaged** in their learning journey for life.

Morgans School Therapeutic Behaviour Management Policy - 2020/21

At Morgans we use a therapeutic, feelings focused approach to teaching prosocial behaviours. Our behaviour strategy is aimed at improving the educational outcomes for **all pupils** (in line with the Equalities Act 2010) by promoting and supporting their engagement in education through:

- teaching children the skills (7 Learning Powers) to become effective learners with prosocial behaviours to be well adjusted members of the community;
- providing a therapeutic framework so that all members of our community work consistently to promote prosocial behaviour and manage difficult or dangerous behaviour and to have an understanding of **what a behaviour might be communicating**;
- explaining the reasons for our 3 rules and ensuring that prosocial behaviour is encouraged and recognised at all times providing the children with appropriate models of behaviour;
- ensuring that all staff focus on de-escalation and preventative strategies eg anxiety mapping, rather than reactive;
- ensuring support is in place for any pupil who has specific needs such as an APDR e.g. SEND, SEMH
- helping the whole school community feel **safe** and **respected** and **ready** to learn.

Adult Approach and Modelling

All adults model desired behaviour by demonstrating and teaching the 7 Learning Powers; Use the language of the 7 Learning Powers consistently and clearly to aid learning and promote prosocial behaviours; Give time to discuss and listen actively to a child's opinion, use a restorative approach; Use **'Roots and Fruits'** model to support children to identify their own feelings and reasons for their actions.

Treat children with equity, courtesy and dignity;

Praise publicly using **Safe, Respect** and **Ready** language.

Restrictive physical interventions

May be necessary, for example in a situation of clear danger and extreme urgency. In the first instance safely remove all other children from the situation.

- All staff will use the **'Steps'** approaches to safe restrictive physical intervention.

- Physical intervention may be used to comfort a pupil in distress, gently direct a person, for activity purposes or to avert danger.

Supportive hugs are used to communicate comfort or reward.

Protective and Educational Consequences

Consequences for anti-social behaviours include protective consequences eg removal from the classroom, increased staff ratio, limited access to outside space, differentiated teaching space; and educational consequences eg assisting with repairs, educational opportunities, restorative meetings or completing tasks.

Possible consequences

Quiet word from teacher to de-escalate;

Move the child within the classroom;

Child sent to work outside another classroom or SLT involved to help de-escalate if required;

Assistant Head teacher involved to help de-escalate;

Head teacher involved to help de-escalate;

Long term support in-house through Individual Risk Reduction Plan;

Long term support through the Rivers Educational Support;

Fixed term exclusion

Permanent exclusion.

Systems at Playtime/ Lunchtime;

Quiet word from staff to de-escalate;

Removal from a game or a group;

Time out (in a quiet area) to de-escalate and talk to staff;

Class teacher must be informed;

SLT to be called to support if behaviour is unsafe.

Home/School Partnership

Parents will be informed and included as part of the strategy if anti-social behaviour has impacted on their child's learning or that of others.

Some children will have home/school liaison books charts/cards to help them **self-regulate**.