Amberleigh Care

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# Management of Behaviour Policy

## September 2026

Opportunities, Aspirations, Knowledge, Success

Updated September 2026

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**Management of Behaviour Policy**

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## 1. Rationale

The Oaks, Amberleigh Therapeutic School recognises its duty under the Education and Inspections Act 2006 to establish and maintain a behaviour policy for the school that promotes self-discipline, respect for others and proper regard for authority; and to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of young people in accordance with the Education Act 2002 and Schedule 1 of the Education (Independent School Standards) Regulations 2014.

The staff and students of Amberleigh School are entitled to work in a safe, secure and supportive environment, free from danger or intimidation and in accordance with the school's rules and good working practices.

Good behaviour is an essential part of learning. The Oaks School promotes a safe and well-ordered learning environment in which good behaviour and endeavour is acknowledged and rewarded. Anti-social and disruptive behaviour is recognised, challenged and corrected.

Challenging behaviour has been defined by Emerson (2001) as; 'Culturally abnormal behaviour(s) of such an intensity, frequency or duration that the physical safety of the person, or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities'.

Ofsted Guidance to Schools Inspectorate (2018) 'if restriction of liberty is necessary to safeguard a child or vulnerable adult; that should be made public in the policy and planned, monitored, reviewed and discussed openly. In order to be reasonable any action should be proportionate and necessary.'

## 2. Objectives for young people's behaviour

- To create a well-ordered environment which is conducive to learning and teaching and which stresses the importance of self-discipline, self-respect, respect for others, respect for communal roles, respect for the school environment, other people's property, the basic values of honesty, fairness and politeness, the difference between right and wrong, and a proper regard for legitimate authority**.**

- To promote and reward good behaviour as a matter of course through a range of strategies, both formal and informal, and to marginalise dysfunctional and anti-social behaviour through proper identification.

- To challenge poor or anti-social behaviour and to provide support to modify and improve such behaviour.

- To foster effective and positive relations amongst students, school staff, carers and support agencies via role modelling.

- To recognise that many students, especially at point of school admission, have lives which are neither well-ordered, functional nor settled.

- To acknowledge that behaviour is different in different environments and to help students develop knowledge and skills to adapt their behaviour to different environments.

- To help young people co-operate with reasonable requests, instructions, corrections and consequences from staff.

- To help young people manage their own feelings and behaviours as well as possible.

- To prepare young people for adult life, higher education, the work environment and independent living.

**3. Strategies for helping young people achieve these objectives**

- Staff consistently emphasise the importance of good behaviour through verbal direction and through example.
- Amberleigh Care employs an attachment model of care and in line with this, all staff at Amberleigh School aim to foster a positive therapeutic relationship with the young people based on mutual trust and respect. With the establishing of such a relationship, it is believed that behaviour is more easily managed and developed.
- Young people are provided with well-trained, confident, calm and assertive staff who are aware of what standards of behaviour to expect and what action to take to promote it and are consistent in their approach to good behaviour.
- There are clear and consistent rules for behaviour that young people understand, and they are clear about what is expected of them in all situations.
- There is an emphasis on good behaviour and work so that all young people know that their efforts and achievements are recognised and appreciated.
- There are planned rewards for good behaviour and work so that all young people know that their efforts and achievements are recognised and appreciated.
- Staff respond to poor behaviour in a supportive manner.
- Young people are helped to understand their behaviour through discussion and reflection so they can begin to self-regulate.
- Staff use the best principles of teaching and classroom management to minimise distractions and to optimise academic and vocational achievements.
- Amberleigh provide enjoyable experiences with other young people so they can start to enjoy positive peer relationships.
- Involving young people and carers in decision making.

**4. Process**

- A list of school rules (see appendix) establishes the framework for the daily routine of students within The Oaks School. All students are introduced to the rules and their purpose during a discussion at their initial induction.

- As far as is possible, school rules reflect the house rules and rules for behaviour within therapeutic sessions in order to avoid confusions of understanding and in order to simplify the students' operational framework.

- Individual behaviour targets are developed with support from the care team and Amberleigh's in-house therapy team, and are used to monitor student progress within the overall contextual framework of the expectations of school. Objectives are agreed with students in an attempt to ensure that students develop feelings of ownership and responsibilities for their own decision making and actions. Objectives are reviewed frequently, and modified in light of observed student progress in their behaviour patterns. Attempts are made to link cohesively both behaviour and work objectives.

- The results of behaviours and actions, both positive and negative, are explained to students and consistently reinforced through a system of rewards and appropriate consequences.

- Carers are informed verbally at the end of each school day, in the community meeting, on the positive and negative performance of students. A written daily handover sheet with details of each student's behaviour, engagement and progress is completed.

## 5. Rewards

Rewards are based as much as possible on the public recognition achievement and the sense of pride it brings rather than simply on material rewards. Recognition is arranged in such a way that there is always some reward opportunity within sight. Once gained rewards must not be 'lost'.

Rewards include:

- Recognition for good effort in class
- Positive comments written on good work
- The positive use of school reports to highlight achievement
- Peer reward system (at the end of the year) to allow young people to recognise and nominate others for their achievement
- Special mentions in community meetings
- Teacher-led student of the week.
- Recognition for good attendance.
- Recognition of working towards and achievement of targets
- Termly rewards for the most behaviour points earned.
- Yearly awarded trophy.

Examples of rewards issued:

<u>Weekly</u>

As a motivational tool to promote student's behaviour and learning each week, teachers will discuss achievements and successes in the weekly staff meeting and award 'Student of the Week'. Each week a certificate is awarded to 'Student of the Week' which is based on good behaviour, teaching and learning achievements or a personal success towards students' Individual Behaviour Targets. These certificates are displayed in school for all students, staff and visitors to see and they can select a 'prize' which consists of the following, for themselves:

- A non-school uniform day
- A therapy dog session
- Homework Pass
- Alpaca Walk

Termly

Each student can earn points whilst in school; 20 points per week from *each* class teacher. This is collated by the teaching staff and students are rewarded with 'prizes' at the end of each term dependent on the number of points they receive. This is celebrated in the community meeting. Points across the week are awarded by the teacher for the following categories:

- Punctuality and Attendance
- Attitude to Work
- Social Interactions
- Behaviour and Language
- Work Completed
- Organisation
- Presentation of work
- Uniform
- Homework
- Break-times

Students can also earn extra points (up to five) for:

- Going above and beyond in their work
- A kind gesture
- Tasks related to their school job
- Reading for pleasure
- Achieving a personal goal.

At the end of each lesson as part of the plenary, teachers will reflect on the lesson to student's and give feedback in these areas. At the end of the week, each teacher will award up to 25 points for each student based on the 10 areas (up to 2 points each) and extra points. Staff discussions have taken place and there is guidance criteria to ensure the system is applied in a consistent way, especially around expectations and student standards. (see appendix).

This information is shared both in and out of school. The school reward points are reported to the registered care managers and staff within the community meetings. All staff should familiarise themselves with and actively promote the Amberleigh School's reward system. This system of reward points allows young people to gain positive attention for positive actions and behaviour with a fair time frame to gain and build up

points. This termly approach allows for 'difficult days'. The use of the reward system promotes positive attention and recognises those things that young people do well or have tried hard to do well with.

Rewards at the end of each term are grouped into categories based on number of points so all students have the opportunity to receive an end of term afternoon fun.

Category 1 - Movie & Popcorn Afternoon

Category 2 – Music afternoon in school

Category 3 – Hobbie afternoon in school

Category 4 – Activity afternoon off site.

Additionally, each term students are rewarded for attendance and achievement of PCP targets.

Students who achieve 100% attendance at the end of a term (excluding unavoidable absences) are rewarded with a Starbucks treat with staff, for a refreshing drink and social time.

Students who achieve 100% of their PCP targets will receive a £5.00 Amazon voucher to spend at their leisure.

These prove positive and beneficial in prompting these important factors.

**6. Consequences**

Consequences serve a variety of purposes in the overall management of behaviour. They assert organisation and responsibility to regulate and manage young people's behaviour. They also help young people understand that a community has the right to show their disapproval of certain behaviours and take fair action against those who impact its welfare.

Although a consequence may stop a behaviour temporarily there is no evidence that consequences are sufficient in themselves to produce lasting good behaviour. Behaviour improves largely through the development and rewarding of desirable behaviour rather than through the suppression and sanctioning of undesirable behaviour. Our aim is to deal with any poor behaviour in a way that stops it immediately and effectively but then return to positive support and encouragement of good behaviour as soon as possible.

Where possible behaviour is corrected without consequences by talking the incident through with the young person (and staff concerned) and helping the young person acknowledge their mistake. Young people may also be supported to re-correct behaviour and subsequently will be commended for doing so.

However, if the young person is unwilling to engage in any of the restorative actions identified above then consequences may be given. If consequences are given, then:

- The young person must be informed about the consequences as soon as possible and in person (this should not be left for others to do);
- The young person must be told why the consequence has been given.

Staff must make sure that, where possible, the young person had warnings and support to make better choices.

If consequences are issued, they should be determined by the scale or frequency of the misbehaviour concerned and, where possible, replicate the consequences of the house; for example, removal of privileges, restorative action, being refused permission for an external activity or school visit, loss of school break or earlier bed-time.

Lateness for school, unfinished work due to disruptive behaviour or absence from lesson without permission is dealt with by the student having to complete the work missed after

school in the home and prior to undertaking any other activity. This is known as 'catch-up' work.

Consequences must not include:

- Any form of corporal punishment including the unnecessary use of force.
- Any punishment involving the consumption or deprivation of food or drink.
- Any restriction on a young person's contact or communication with parents, relatives, advocates or friends.
- The intentional deprivation of rest or sleep.
- Humiliation, including any requirement that a young person wear distinctive clothes.
- Any measure which involves any young person in the imposition of any sanction against another young person.
- The punishment of a group of young people for the behaviour of an individual young person.

## 7. Educated Off Site

It is important that the rules at The Oaks, Amberleigh Therapeutic School are adhered to and that students are encouraged to discuss any problems they may have with a teacher. However, we recognise that sometimes students do not act within the rules or expectations and on these occasions, staff must respond in a consistent, clear and purposeful way, to ensure that the school environment remains a safe and welcoming

place for both students and staff alike. Due to the nature of our students and quite often negative experiences of school, Amberleigh has a no exclusion policy in order to support the inclusion of every student. Every effort is made to support each individual student, but it is recognised that on rare occasions it may be necessary to educate a student off site. Such a decision is not taken lightly and is a reflection of the seriousness of the situation and/or threat posed to others.

**8. Physical Restraint**

As part of the assessment and planning process for all young people, consideration must be given to whether the young person is likely to behave in ways which may place the individual or others at risk of injury or may cause damage to property.

If such risks exist, consideration must be given to the Strategies that will be adopted to prevent or reduce the risk. These Strategies may include Physical Intervention.

Where Physical Intervention may be necessary, for example, if it has been used in the recent past or there is an indication from a Risk Assessment that it may be necessary, the circumstances that give rise to it and the Strategies for managing it should be outlined in the young person's Placement Plan and risk assessment.

In developing such a plan, consideration must be given to whether there are any medical conditions which might place the young person at risk should particular techniques or methods of physical intervention be used. If so, any health care professionals currently involved with the young person, should approve strategies and this must be drawn to the attention of those working with or looking after the young person and it must be stated in the Placement Plan. If in doubt, medical advice must be sought.

**NOTE**

The existence or absence of a Placement Plan or other behaviour management plan does not prevent staff from acting as they see fit in the management of highly confrontational or potentially harmful behaviour. However, staff may only deviate from agreed plans where they are able to demonstrate that the plan would not be sufficient to prevent injury or damage to property and the alternative actions they are taking are consistent with the principles contained in this Policy.

Any deviation from an agreed plan or from the principles contained in this Policy must be reported to the Head-teacher, Registered Manager and the young person's social worker as soon as practicable thereafter.

Team-Teach is our selected behaviour management strategy. It is a whole setting, behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to challenging behaviour. However, this is incorporated with restrictive positive handling techniques that are graded and gradual (up or down) as the situation requires.

The DfE document, 'Use of reasonable force: advice for head-teachers, staff and governing bodies', written in July 2013 gives advice for all education staff and includes the statement:

'All members of school staff have a legal power to use reasonable force.'

This power applies to any member of staff at the school. By definition, therefore, this includes residential care staff and ancillary staff such as caretakers. The thresholds for using reasonable force are different to those in young people's homes. In the DfE document, it is defined as follows:

'Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.'

Schools can use reasonable force to:

- Prevent a student from hurting themselves or others
- Prevent the Commitment of a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility
- Prevent damage to property (including the student's own property)
- Prevent any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

In order for this intervention to be legal it needs to be "reasonable, proportionate and necessary". The only techniques approved by school are those approved and taught by Team Teach. No other technique may be used other than those that can be justified by imminent danger of significant harm greater than the risk of an unproven technique and the absence of a suitable Team Teach technique. Only staff who have a current Team Teach certificate are authorised to intervene physically. We ensure that all staff have a skillset which will ensure the safety of students at The Oaks, Therapeutic School. Staff to student ratios within class groups and use of radio systems ensure that if a physical intervention occurs there is always support available to respond to an incident.

Note: it is encouraged that staff use a physical intervention for the least possible amount of time.

Restrictive Physical Interventions are defined by the DfE as interventions which 'involve the use of force to control a person's behaviour and can be employed using bodily contact, mechanical devices or changes to the person's environment.' For further guidance see the

DFE use of force guidance 2013. https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
Approved Restrictive Physical Interventions (RPIs) are all TEAM-TEACH holds and must be recorded on the same day.

Staff may only use techniques that are approved by the home and Team-Teach training; such techniques should comply with the following principles:

a. Not impede the process of breathing - the use of 'prone facedown' techniques must never be used.

b. Not be used in a way which may be interpreted as sexual.

c. Not intentionally inflict pain or injury or threaten to do so.

d. Avoid vulnerable parts of the body, e.g. the neck, chest and sexual areas.

e. Avoid hyperextension, hyper flexion and pressure on or across the joints.

f. Not employ potentially dangerous positions.

Staff Training

All staff must be trained in Team-Teach methods of behaviour management, including the use of physical intervention and restraint, that are agreed by the Home.

This training must ensure that staff are able to:

- Manage their own feelings and responses to the emotions and behaviours presented by young people and understand how past experiences and present emotions are communicated through behaviour.
- Manage their responses and feelings arising from working with young people, particularly where they display challenging behaviour or have difficult emotional issues.
- Understand how young people's previous experiences can manifest in challenging behaviour.
- Use methods to de-escalate confrontations or potentially violent behaviour to avoid the use of physical intervention and restraint.

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Appendix 1 – School Rules

**Students should be encouraged to:**

- **Always do their best**
- **Try to complete all their school work**

- **Be polite and respectful to others**
- **Be on time for school and each lesson**
- **Wear the correct school uniform and any necessary aids e.g. glasses**
- **Look after their books, other school equipment and the school environment**
- **Remain in supervision and on the school premises**
- **Respect the learning space of other students**
- **Use appropriate language**
- **Ask for help when needed including 'time out' if needed**

**Breaking any of the school rules will be reflected in the daily handover sheet and appropriate action taken.**

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Appendix 2 – Points Poster/Guidance

# Behaviour Points

Points are awarded to each student based on your experience with them in your lessons and around school during the week.

| | |
|---|---|
| Punctuality and Attendance | 0 = Missed 2 lessons or more<br>1 = Missed part or whole of a lesson<br>2 = 100% attendance |
| Attitude to work | 0 = Poor attitude in more than 1 lesson<br>1 = Poor attitude in 1 lesson<br>2 = Positive attitude in all lessons |
| Social Interactions | 0 = Negative interaction with peers or staff in more than one lesson<br>1 = Negative interaction with peers or staff in one lesson<br>2 = Positive interactions with peers and staff in all lessons |
| Behaviour and language | 0 = Inappropriate behaviour and language in more than 1 lesson<br>1 = Inappropriate behaviour and language in 1 lesson<br>2 = Positive behaviour and language in all lessons |
| Work Completed | 0 = Received catch up for more than 1 lesson<br>1 = Received catch up for one lesson<br>2 = All set work completed in all lessons this week |
| Organisation | 0 = Forgot to bring something to the class on more than one occasion e.g. glasses or didn't go to the toilet at the allocated times<br>1 = Forgot to bring something to the class on one occasion<br>2 = Brought everything they need to the lesson and independently sourced resources needed within the classroom |
| Presentation of work | 0 = Consistently poor handwriting and presentation<br>1 = Not using a pencil or ruler for underling and drawing<br>2 = Work is presented to the expected standard in all lessons |
| Uniform | 0 = Incorrect uniform on more than 1 day<br>1 = Incorrect uniform on 1 day<br>2 = Correct uniform and consistently looks smart e.g. shaven, teeth and hair brushed. |
| Homework | 0 = Poor attitude in more than 1 lesson<br>1 = Poor attitude in 1 lesson this week<br>2 = Positive attitude in all lessons this week |
| Breaktimes | 0 = Poor behaviour during 2 or more breaktimes this week<br>1 = Poor behaviour during 1 breaktime this week<br>2 = Positive behaviour all week |

Students can also earn extra points (x5) for:

- Going above and beyond in your work (extensions / home research / revision)
- A kind gesture (to another peer or staff member)
- Tasks related to your school job
- Reading for pleasure
- Achieving a personal goal