

HASSENBROOK SCHOOL

Specialist
Technology
College



Behaviour Management
Centre Policy

Behaviour Management Centre Policy

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Hassenbrook Behaviour Management Centre Policy

1. About the Centre

Hassenbrook Behaviour Management Centre (BMC) was initially established by funds from the Excellence Cluster to reduce external exclusions from Hassenbrook and nearby cluster schools including Corringham Primary and Grays Convent. This has laterally been expanded to provide a facility able to encompass other aspects of behaviour management for the school. The team work closely with staff at the Jack Lobley Inclusion Centre, sharing strategies and good practice for reintegration back into schools.

The Hassenbrook BMC has three elements:

- proactive work to prevent exclusions
- managing exclusions
- on-call for short term isolation from class

The BMC operates in accordance with related school policies, with particular reference to:

- Behaviour Management Policy
- Child Protection Policy
- Hassenbrook Code for Responsible Behaviour
- Guidance for [Safe Working Practice for Adults who work with Children and Young People](#)
- Learning and Teaching Policy
- Literacy Policy
- Pastoral, Inclusion and Attendance Policy
- Personal, Social, Health and Emotional Policy
- Personalised Learning Centre Policy

During time in the BMC, students are entitled to access:

- core curriculum
- SEAL and behaviour/anger/emotional management
- a restorative approach
- where appropriate, therapeutic interventions in collaboration/cooperation with school pastoral team
- support to progress multi-agency provision, when necessary

2. Values and Principles

BMC values and principles are in accord with those set out in Hassenbrook's Behaviour Management Policy:

- Good behaviour is a key to the foundation of good education.
- An orderly, calm atmosphere is needed for effective teaching and learning.
- Poor attendance prejudices educational opportunity.
- Spiritual, cultural, mental and physical development play a part in fostering good behaviour.

- The values of respect for people and property, honesty, trust and fairness, and the qualities of self-respect and self-discipline will be upheld in the school.
- All recognise that duties and responsibilities go hand in hand with rights.
- We must all be aware of the needs of others.
- Clear distinctions must be made between right and wrong.
- There must be mutual respect for others.
- All actions must be seen to be fair.
- All forms of communication must be polite.
- All actions must be courteous and considerate of others.
- Partnership between school and home is essential.

3. The BMC aims to:

- provide a working environment for students who have failed to respond positively to sanctions given for serious breaches of Hassenbrook Code for Responsible Behaviour(HCRB), so learning can continue whilst an exclusion from mainstream school is completed (see Hassenbrook Behaviour Management Policy);
- support teaching and learning styles which stimulate learner interest, including differentiation to meet the needs of students as learners in collaboration with teaching staff (see Hassenbrook Learning and Teaching Policy);
- support student learning through liaison and communication with teaching staff, including provision of additional Literacy and Numeracy support;
- promote resilience and boost self confidence; and
- encourage and reinforce student responsibility to promote positive behaviour.

4. Roles and Responsibilities

The BMC has two full time members of staff, a Manager and a senior behaviour support worker. The BMC team provide individualised pre-emptive intervention and reintegration support packages for students whose behaviour has given cause for concern, or where a student has been excluded from mainstream school following a breach of the school behaviour code (see behaviour management policy). The BMC team aim to provide specialised support to assist students in reflecting on their behaviour, understanding the school standards/expectations also developing skills to help modify their behaviour to enable them to develop strategies for learning. The BMC team also offer support to both staff and students working restoratively to break down barriers to learning. The Manager is responsible for both the Inclusion centre and WSOC facility. Whilst most work will take place in the inclusion centre as a result of disciplinary referrals some aspects of work arise as a result of BMC staff observing student behaviour in lessons or around school. Liaison takes place with the Jack Loble inclusion centre and on occasion with individual students in other settings. Excluded students from local primary schools, Grays Convent, and other local secondary schools will also be accommodated in the centre on referral.

DHT Pastoral Inclusion line manages the BMC manager. Meetings are held fortnightly to discuss referrals and interventions. The DHT Pastoral inclusion is one of three members of SLT that is able to authorise internal exclusions. The DHT Pastoral inclusion is responsible for sharing Inclusion data collated by the BMC Manager with the School Governors and at Excellence Cluster meetings.

*Referrals for pro-active intervention packages can be made can be made by any member of staff including Form Tutors, Heads of Student Performance(HOSPs), Pastoral Support

Managers (PSMs) or those identified as key workers from other Excellence or Northeast Cluster schools.

Referrals made in response to Hassenbrook students who require additional support as part of Department On-Call (DOC) or Whole School On-Call sanctions normally are completed by PSMs, and must be endorsed by a member of the Senior Leadership Team (SLT). Due to the nature of this type of intervention, completion of referral forms and SLT endorsement may be retrospective in these cases.

Whole School “on call” system will be used:

- a. If the student fails to behave appropriately in the departmental “on call”
- b. If the department “on call” facility is full
- c. there is a **serious** breach of discipline: e.g. swearing at or abusive to staff; or dangerous behaviour which compromises Health and Safety.

*All referrals to be made via BMC Manager to ensure appropriate support package is accessed.

5. Communication

Close communication is established and maintained with all referring staff, parents/carers and the student throughout the referral and intervention processes.

***SEE APPENDICES 1 AND 2 FOR REFERRAL FLOWCHARTS**

6. General Procedures

To achieve learning objectives and ensure access to core curriculum

- Plans are written in line with the Learning and Teaching Policy.
- Work set by teaching staff is returned to them with feedback.
- Teaching staff are expected to modify or differentiate work set in response to feedback and student learning so far.
- Links with the PLC regarding special educational needs (SEN) and existing individual learning or education plans (ILPs or IEPs) are active in order to identify gaps in learning and ensure remedial action is included in ILPs.

To achieve social, emotional and behavioural learning objectives

- School standards and expectations for behaviour and responsibility are reinforced within the BMC.
- Students are encouraged to achieve their full potential and to raise their own expectations about what they can achieve. They are expected to accept responsibility, take risks, try new things and practice making positive decisions, and by these means, improve their self-esteem in order to better manage within mainstream lessons, reducing the risk of exclusion.
- The balance of the work of the BMC should be more pro-active than reactive, with an emphasis on dynamic assessment to identify barriers to learning that are resulting in isolation and or exclusion, and then to help the student break down these barriers, working collaboratively with other support structures, including the PLC, SEN coordinator and/or external agencies via the MAGs.

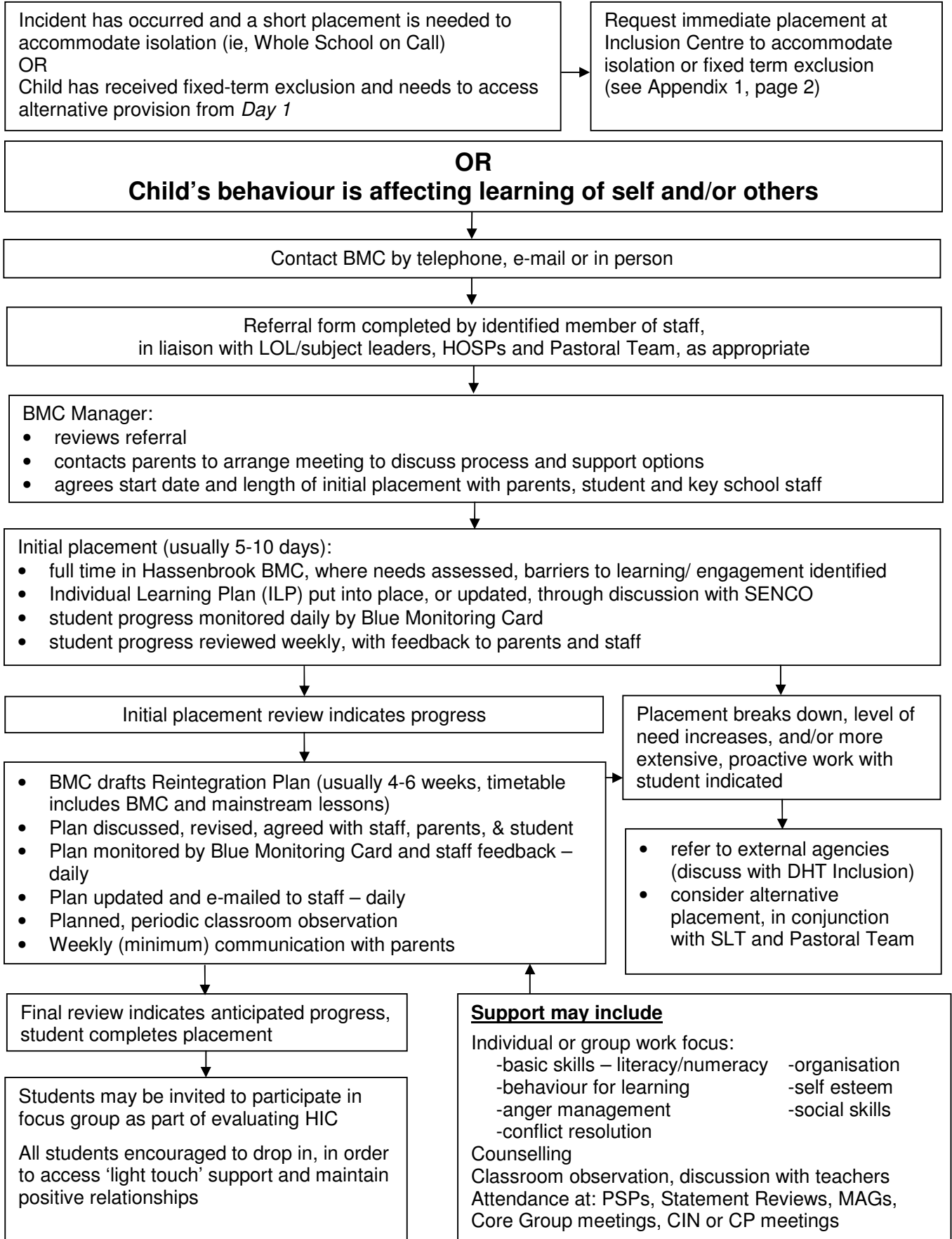
- Whenever possible, BMC staff will facilitate reintegration using established school structures and systems, such as monitoring progress for Hassenbrook students via the 'blue card'. BMC staff will make links with pastoral and teaching staff; interventions often include observing and/or supporting students in the classroom, and being available for professional dialogue with teachers.

7. Monitoring and evaluation

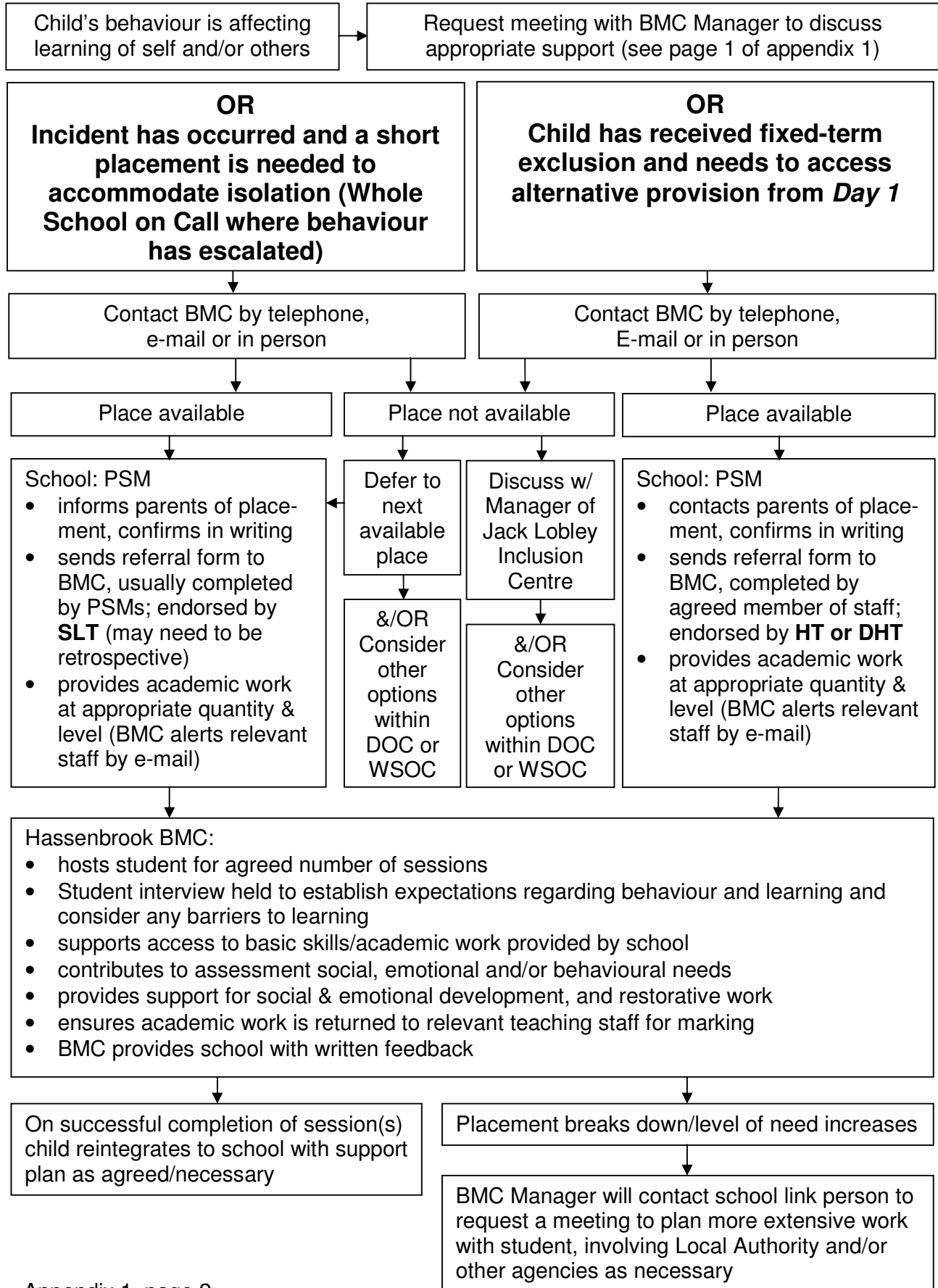
Means by which to monitor student outcomes and evaluate the effectiveness of the BMC will continue to be developed. The current process includes:

- Records of communication throughout referral to/intervention at the BMC;
- Regular line management for BMC Manager with DHT (fortnightly) and as part of Excellence Cluster Inclusion Managers' meetings (minimum half termly);
- Regular reports to Excellence Cluster Inclusion Committee, Hassenbrook SLT and Governors, including analysis of data on attendance, exclusions, demographics of students accessing the BMC, and increasingly, levels of attainment and progress monitored during and after interventions in line with the school's developing student tracking system;
- Monitoring of school 'I-behave' system (Hassenbrook) and feedback from staff (all schools) during the reintegration process.
- Evaluation from parents, students and staff, ie, through questionnaires and focus groups.

**Hassenbrook Behaviour Management Centre Referral and Intervention Procedure
within Hassenbrook School**



Hassenbrook Behaviour Management Centre Referral Procedure
within Hassenbrook



**Hassenbrook Behaviour Management Centre Referral Procedure
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