

Behaviour Policy

Introduction

This behaviour policy promotes a positive approach. Emphasis is on praise, reward and encouragement. We aim to foster a secure, enjoyable learning environment where high standards in all aspects of school life intrinsically value each and every individual.

Aims

To create a purposeful and happy atmosphere in which pupils are provided with the security to develop as individuals. To achieve this we need to:

- Acknowledge and value achievements at all levels
- Encourage increasing independence and a sense of personal responsibility
- Consistently reinforce appropriate behaviour thus encouraging positive attitudes in pupils
- Take every opportunity to enhance self esteem
- Encourage tolerance, kindness and respect for others as well as self-respect
- Work in partnership with pupils, parents/carers, governors and external professionals
- Consistently apply the behaviour policy throughout the school
- Take time for behaviour plans to be implemented and progress to be seen

Expectations

The way we behave influences everything we do.

Staff are expected to:

- Have a thorough understanding of all the pupils in their class
- Remember all behaviour is an individual's method of communication
- Plan to teach effective, relevant and stimulating lessons which are well differentiated to meet the needs of all the pupils in their class
- Provide pupils with a good role model
- Develop pupils confidence and self esteem
- Positively reinforce good behaviour with non-monetary motivational rewards
- Deal sensitively with negative behaviour
- Liaise with parents/carers regarding Behaviour Support Plans
- Keep records of behaviour issues
- When appropriate write a Behaviour Support Plan for individual pupils which are understood by staff, regularly monitored and evaluated
- Support the headteacher and other colleagues in the implementation of this behaviour policy

Pupils are expected to:

- Be kind and caring towards one another
- Help those less able than themselves
- Show respect for adults and other pupils
- Show respect for property
- Where appropriate, evaluate and modify their own behaviour to the best of their ability

Parents/carers are expected to:

- Be informed and supportive of aspects of their child's behaviour in school
- Be supportive of this Behaviour Policy
- Be supportive of a Behaviour Support Plan which has been developed to support their child's behaviour in school

Governors are expected to:

- Support the Headteacher and staff in the implementation of this policy

Strategies to encourage positive behaviour

Behaviour management strategies used in the school will be necessarily diverse to meet the wide age range, cognitive abilities and specific needs of the pupils, but the underlying principles will be the same.

Staff will differentiate between pupils, using strategies appropriate to the individual. Some pupils, whose behavioural needs are greater than others, will have individual Behaviour Support Plans in place, which should be adhered to by all staff who come into contact with those pupils.

It is far better to prevent inappropriate behaviour occurring than to deal with it afterwards. Praise rather than negative feedback is encouraged.

- At Kingsdown School we use a huge range of support structures and techniques in order to de-escalate, reduce stress and lessen anxiety. The approaches employed will vary depending on the specific needs of the pupil. The following techniques, although far from being an exhaustive list, are all used on a regular basis.
- Adjustments to environments – staff are aware that certain pupils may require access to specific sensory equipment, to sensory breaks or sensory diets in order to support them. The physical layout of classrooms are carefully considered to best comply with the needs of individual pupils.
- Personalised timetables – pupil's access timetables which best fit their needs. The school day for each individual may differ depending on what staff feel will be most beneficial for the pupil. If certain sessions or times of the day are known to induce anxiety or stress, then arrangements are made to address this.
- Communication – staff are encouraged to use communication strategies that are appropriate for each individual and to sign when they speak to a pupil. They adjust their spoken language to ensure the pupil understands and they reduce their language when a pupil is stressed.
- Change of face – staff realise that sometimes pupils are unable to calm themselves effectively and their presence can hinder the situation. By allowing another member of staff to take over, more often than not the pupil will calm down.
- All staff make appropriate levels of reasonable adjustment towards expectations concerning individual pupils based on their professional judgement. Although clear consistent boundaries are vital, this must always be balanced by the ability to differentiate behaviour strategies depending on the circumstances.
- Other strategies used include distraction, humour or simply giving pupils time to process events for themselves. Some pupils may want to take themselves away to another area.

Rewards

Good work and good behaviour may be celebrated in the following ways:

- Through verbal or visual praise
- Awarding stickers, certificates or individual reinforcers
- Being sent to another member of staff to be praised or share work
- Awarding of house points for the House team system
- Golden Certificates
- Achieving time for chosen activity
- Note being sent to parents

Consequences

Pupils should always be made aware that it is the behaviour that is disapproved of, not the pupil.

For low level inappropriate behaviour consequences may include:

- A verbal reminder, pointing out the expected behaviour, rather than the unwanted behaviour
- A verbal or visual reminder, pointing out the consequences of not complying
- Removal from the group to work one to one with a member of staff
- Loss of free time supervised by a member of staff to discuss behaviour
- Being sent to a member of the Leadership Team to calm down
- Contact with parents to discuss their child's behaviour

Some individual pupils may require the specific support of Individual Behaviour Support Plans which set up specific strategies and experiences for helping a child to overcome persistent difficulties with inappropriate behaviours.

Criteria for Pupils Who Need a Behaviour Support Plan

A pupil who exhibits:-

- behaviours which prevent him/herself or other pupils from accessing the curriculum
- behaviours which are a danger/risk to him/herself or to other pupils or staff
- behaviours which are socially unacceptable

Guidance for writing Behaviour Support Plans and BSP templates are located on the school network. Staff are encouraged to discuss individual behaviour needs with the Behaviour Coordinator.

On occasions some pupils may exhibit behaviours which cannot be managed by positive strategies. Such behaviours will need to be managed by using 'reasonable force'. The use of all forms of physical intervention and physical contact are governed by criminal and civil law. The unwarranted or inappropriate use of force may constitute an assault. In addition the application of physical restraint may infringe the human rights of a pupil. However in certain circumstances the use of a Restrictive Physical Intervention can be justified:

- In the likelihood of injury to the pupil
- In the likelihood of injury to others
- In the likelihood of serious damage to property
- To prevent the committing of any offence
- To maintain good order and discipline

Reporting and Recording

The school has developed a robust system to ensure that incidents are reported, recorded and monitored. Once an incident has occurred, staff are required to complete an incident form as soon as possible. If a Restrictive Physical intervention has occurred the key points of the incident must be recorded in the bound book **within an hour** of it occurring. Incidents reports include the following information:

- The names of the pupil/pupils and staff involved
- The date, time and place of the incident
- The description of the behaviour/ incident
- The nature of any de-escalation used

- The type of and duration of any physical intervention used (if any)
- Follow up action from the Behaviour Coordinator

Reviewed and updated: Louise Robinson - July 2018

Approved by: Chair of Governors - September 2018

Other relevant documents:

Child Protection / Safeguarding Policy

Guidance for writing Behaviour Support Plans

Guidance for reporting Events / Incidents / Accidents / Near Misses

No Bullying Policy