

# Behaviour Policy

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January 2017

## Introduction

The Behaviour Policy promotes a positive approach and attitude towards pupils' behaviour. Praise, reward and encouragement are regarded as the most effective way of supporting pupils to manage their behaviour well.

We aim for the highest standards in all aspects of school life, where each individual is intrinsically valued.

This policy should be read in conjunction with the Keeping Children Safe in Education (KCSiE) policy and the Physical Intervention Policy.

## Aims

- To keep pupils safe by supporting
- To create a purposeful and happy atmosphere which will enable pupils to feel secure to develop as individuals.
- To acknowledge and value achievements at all levels.
- To encourage increasing independence and a sense of personal responsibility.
- To reinforce appropriate behaviour thus encouraging positive attitudes in pupils.
- To take every opportunity to enhance self-esteem.
- To encourage tolerance, kindness and respect for others as well as self-respect.
- To work in partnership with parents, governors and external professionals.
- To consistently apply the behaviour policy throughout the school.
- To utilise all available resources to support pupils including THRIVE, Personal Social Health Education (PSHE) and People in the Know (PiNK) Curriculum.

## Expectations

The way we behave influences everything we do. Staff are expected to:

- Provide pupils with a good role model.
- Boost pupils' self-esteem.
- To read behaviour as part of a pupil's communication systems
- Positively reinforce good behaviour.
- Work collaboratively to understand all aspects of behaviour and change
- Liaise with parents about all aspects of their pupils' development including their behaviour.
- Keep detailed records of behaviours, including triggers, successful and unsuccessful strategies and incidence when physical intervention is necessary.

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 all property.
- 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.
- Keep school informed about their child's behaviour at home.
- Be supportive of this behaviour policy.

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, where the age spans 2 to 19 years, will be diverse, to suit the 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 Positive Support Plans) PSP's in place, which should be consistently adhered to by all staff who come into contact with those pupils. Plans are reviewed and updated regularly.

Preventative strategies include:

- Being well prepared for lessons.
- Delivering a suitable curriculum challenge with appropriate activities.
- Being aware of pupils' backgrounds and any emotional fragility.
- Being aware of pupil dynamics within a class.
- Ensuring routines are understood by pupils.
- Being aware of pupils' preferred ways of interacting and playing and building on this knowledge.
- Having a consistency of approach and setting clear parameters for pupils.
- Understanding and diverting trigger points for individual pupils.
- Having high expectations of standards of behaviour.
- Using humour to help defuse a situation or lighten an atmosphere.
- Raising self-esteem e.g. by having a positive approach to all pupils, giving praise, giving responsibility, encouraging peer praise.
- Facilitating opportunities for independence.
- Liaising with parents/carers.

## **Re-focussing negative behaviour**

Positive Support Plans focus on helping pupils to be calm and to develop strategies to manage their behaviour. These should be written collaboratively with the pupils (Where possible) parents, class staff and the behaviour TA. The specific strategies outlined and should be followed by everyone involved with the pupil. Risk assessment should be written alongside the Positive Support Plans to ensure the risks from negative behaviours can be minimised. The aim is always to help the pupil learn a better way of managing their own behaviour.

Strategies may include:

- Reinforcing positive behaviours
- Reminder of expected behaviour using Total Communication approach
- Agreeing the priorities for changing behaviours
- Agreeing which behaviours can be ignored
- Understanding what motivates individual pupils and using motivators to encourage pupils to behave appropriately
- Removing “triggers” including those caused by peers. This may mean removing the pupil displaying negative behaviours from the classroom/hall/playground.
- Using the Hub and/or Safespace as a place of calm and safety to support a child when distressed or exhibiting unsafe or severe negative behaviour.
- Using physical intervention – this should only be necessary if a pupil is in danger of injuring him/herself or others, damaging property or severely disrupting good order within a group. Staff should refer to the separate physical intervention policy.

## **Bullying**

Bullying occurs far less in this school than in mainstream because pupils are more closely supervised. There is an ethos of tolerance and respect which underpins all relationships. Pupils on the school council support this ethos and act as champions to ensure pupils are not bullied or do not feel bullied.

If bullying happens, staff will intervene immediately. If at lunchtime play, it must be reported to the class teacher. Staff should reassure the victim and reassure them of their future safety. The pupil who has bullied needs to be made aware of the hurt and upset he/she has caused and that it is unacceptable if this is within their level of understanding. Work can be done to promote reconciliation between victim and bully. Bullying is addressed in the PSHE curriculum.

## Recording

- Copies of all Positive Support Plans are put on the network and shared by all involved with the child. Parents are involved in writing these plans.
- Any behavioural incident which should be recorded on Sleuth, and any changes of behaviour brought to the attention of the Behaviour TA.
- “ABC charts” may be used to ascertain causes of inappropriate behaviour and to assist in formulating plans.
- “Frequency recording charts” may be used to accurately ascertain the frequency of certain behaviours, thus enabling staff to assess the efficacy of strategies and plans.

## Exclusions

The Governing Body and Headteacher retain the right to exclude a pupil from school should it be deemed necessary.

If a pupils’ behaviour is noticeably deteriorating, it is vitally important that staff keep records of such, so that a whole picture of the pupil is available should an exclusion be under consideration.

If a pattern of behaviour is placing a pupil at risk of exclusion, the Headteacher should make parents aware of this and enlist their co-operation.

## Behaviour Records

- a) Severe incidents or those out of character for any pupil – should be recorded on Sleuth and brought to the attention of the Behaviour TA.
- b) Behaviours that are repeatedly exhibited are to be recorded on an ‘ABC’ form at suitable intervals (e.g. once a day/week/fortnight – as appropriate to the pupil). The ‘ABC’ form should be used to:
  - ascertain antecedents
  - assess management strategies;

and then it may be possible to create situations where particular antecedents do not occur and adapt management strategies to manage the situation in the most effective way.

- c) Frequency recording of unacceptable behaviours - those pupils who have a Positive Support Plan may need Frequency Recording charts to record behaviours identified in the plan. It can then be ascertained whether the strategies used are decreasing the frequency of behaviour(s).

## **Criteria for Pupils Who Need Positive Support Plan (PSP)**

A pupil who exhibits:-

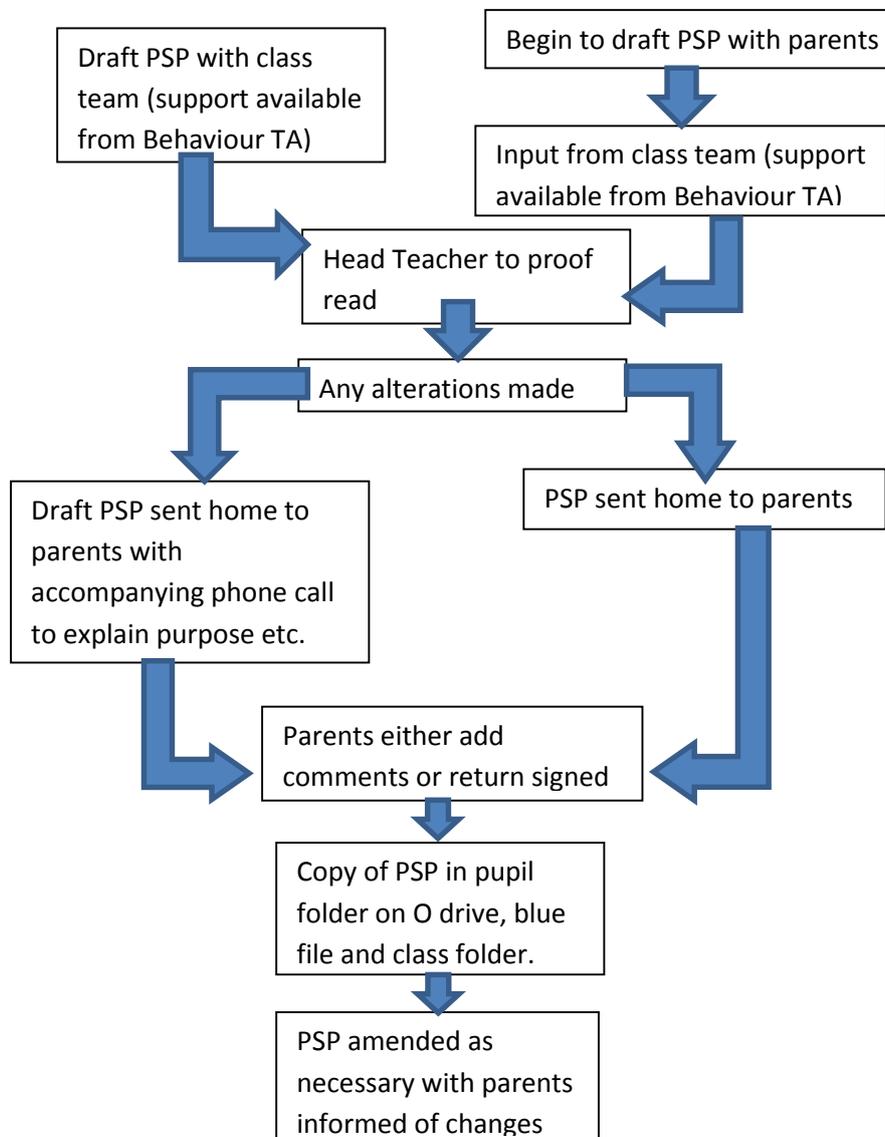
- behaviours which prevent him/herself accessing the curriculum;
- behaviours which are a danger to him/herself (health/safety);
- behaviours which are a danger to other pupils or staff;
- behaviour which seriously disrupts the efficiency of class management and curriculum delivery.

## Appendix 1

### Procedure for writing Positive Support Plan (PSP)

The ideal procedure for writing PSP's is for the parents to be involved as early in the process as possible (see right hand side). Parents meetings in school are an ideal opportunity to start getting some ideas on paper and truly involve the parents e.g. find out things their child likes, ways of keeping them calm and what works or doesn't work for them at home when managing challenging behaviour. This initial meeting is unlikely to draft a complete PSP, the class team can then look at how best to respond to different behaviours, producing a completed draft.

This early parent involvement isn't always possible (see left hand side).



## Appendix 2

### BETTRIDGE SCHOOL.

#### POSITIVE SUPPORT PLAN for .....

Term: Autumn Year: 2017

Don't worry if:

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Things to know about ... :

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- 
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Other things to know:

- 
- 
-

	How .....shows his / her feelings		How adults can help ..... feel calm
0	<u>When ..... feels</u> <i>happy, calm, relaxed etc.</i>	0	
1	<u>When ..... feels</u> <i>worried, unhappy, a bit overexcited etc.</i>	1	
2	<u>When ..... feels</u> <i>unhappy, overexcited, upset etc.</i>	2	
3	<u>When ..... feels</u> <i>cross, not in control, angry, sad etc.</i>	3	
4	<u>When ..... feels</u> <i>a bit calmer, better etc.</i>	4	

Agreed by:

Class Teacher \_\_\_\_\_ Date \_\_\_\_\_

Pupil \_\_\_\_\_ Date \_\_\_\_\_

Parent / Carer \_\_\_\_\_ Date \_\_\_\_\_

Head teacher \_\_\_\_\_ Date \_\_\_\_\_

Signed by (other staff working with the pupil)