

Kingsweston School Behaviour Policy

INTRODUCTION

At Kingsweston School we aim to nurture the self-confidence of our pupils combined with sensitivity and respect towards others, through an understanding of rights and responsibilities. We recognise that the school cannot do this in isolation but is pivotal in making a difference to the lives of pupils. As a consequence we expect all members of the school community to celebrate pupils' success and achievements and to recognise the importance of positive shared values about behaviour.

PHILOSOPHY

We believe that all children feel more secure and learn more successfully if clear boundaries based on high expectations have been set for their behaviour. This is particularly crucial when working with children with learning difficulties who need both consistency and clear unambiguous messages in order to understand what is expected of them.

We believe in encouraging pupils to develop all their positive abilities and qualities. Pupils can learn to take responsibility for their behaviour. Like all children, they must learn to differentiate between how they might expect to be treated as an individual (social rights) and how they as an individual should treat others (social duties).

Therefore, pupils need opportunities to learn that almost every social situation has its own rules, although this may need to be made explicit if the child does not have an implicit appreciation of social etiquette. Respect and consideration towards others and their property, politeness and acceptance of other people's differences are qualities which we aim to develop in all pupils.

By being positive, consistent and rewarding good behaviour we can create an environment in which there is an incentive for behaving well. It is our belief that rewards are preferable to sanctions when working to modify challenging behaviour, but we recognise that sanctions may be a necessary element in many behavioural management programmes.

The staff of Kingsweston School have a crucial role in fostering an atmosphere within which this philosophy can be put into practice and high expectations of children's behaviour can be met. We expect all our staff to show a respect for pupils' achievements and to raise their expectations accordingly as behaviour improves. Consistency of mood and approach is just as important as consistency of practice. We want our school to be a "haven of consistency" for pupils experiencing difficulties outside school, a place of security where they know that boundaries will remain the same. The school will always challenge negative attitudes about behaviour and we are committed to effective staff development and training.

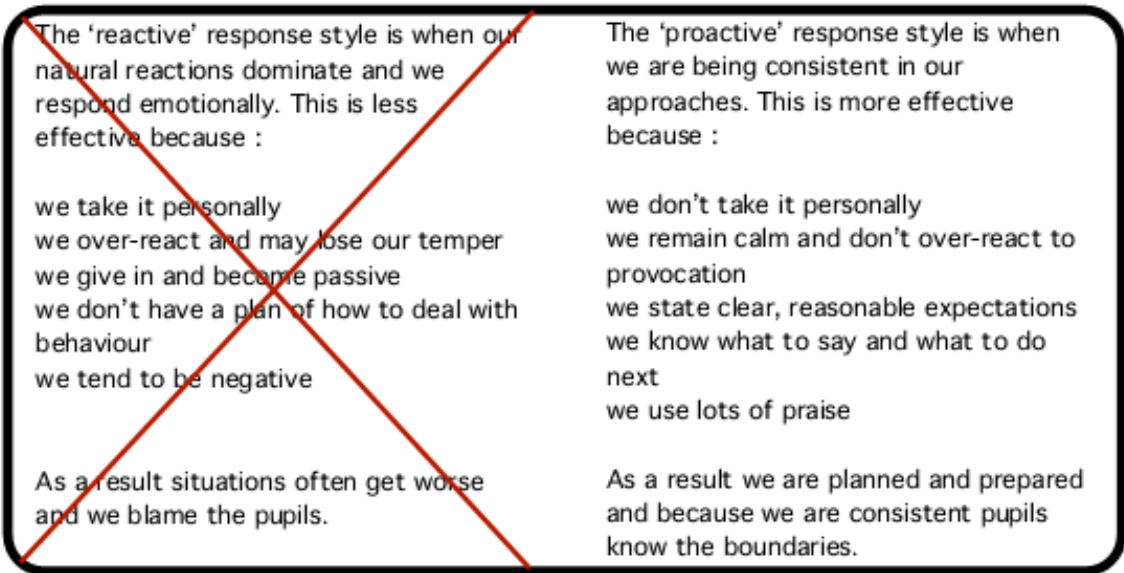
It is important that we maintain this philosophy and remain true to it when we go out into the community or at our link schools/college.

PRACTICE – GENERAL

Generally, the school's approach to everyday management of pupils' behaviour is based on rewarding and celebrating achievement. Some examples of this are:

- making the pupils aware of success throughout the lesson (naming the success)
- pointing out achievement and success to other members of the group, staff or visitors
- sharing achievements with parents and carers through notes in home-school diaries
- using assemblies to celebrate success
- displaying work and using photographs, videos, the school website and other means to record success.

As well as setting a climate of success staff are also responsible for establishing appropriate departmental/classroom routines and rules which includes involving pupils whenever practical. We also believe in using lots of praise in our endeavours to create a school environment where every pupil is valued. However, it's not just 'what' we say but 'how' we interact with the pupils that is equally important. Using suitable tone of voice, facial expression and body language are all prominent aspects of effective behavioural management. We are also very aware that staff can be powerful models of behaviour for many of our pupils; therefore, we adopt a 'proactive' response style to how we manage behaviour. This approach can be summarised as follows:

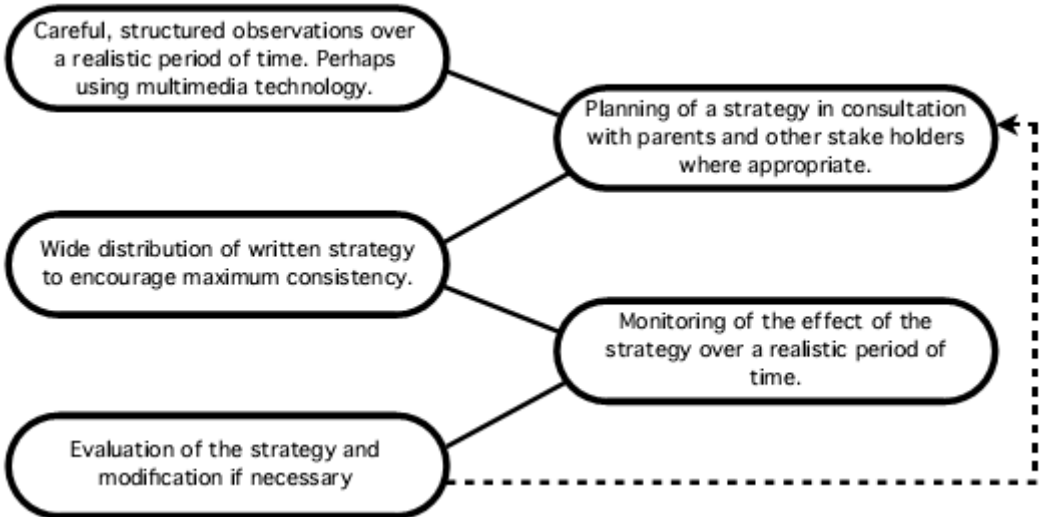


PRACTICE – SPECIFIC

We recognise the importance of working closely with parents in carrying out consistent strategies of behavioural management. Usually, a Pupil Support Plan (where necessary) will be written up and distributed to everyone coming into regular contact with the pupil at school so that maximum consistency can be achieved. Where at all possible, parents/carers will be kept informed and may be closely involved at every stage of planning and implementation. All Plans are regularly monitored and revised accordingly. Occasionally, outside professionals (e.g. Educational Psychologist) may be called upon to give advice.

In deciding which challenging behaviours to target, we always give regard to the age-appropriateness of our expectations - some classroom rules in the Early Years are quite rightly different from those in Post 16. We always try to identify why a pupil is behaving in a certain way and use this as the basis for developing Plans. Our practice must be well thought out and our responses based on principled reasons. In order to do this we pay just as much attention to how people around the child are reacting to the behaviour and what is happening prior to it, as we do to the behaviour itself.

We begin by observing the pupil displaying challenging behaviour in a variety of different situations. When an undesirable behaviour occurs we pay close attention to what seemed to precede it and to how the behaviour was dealt with or responded to by adults and record these using the ABC (Antecedent, Behaviour, Consequence) sheets. Having completed this initial period of observation and analysis we draw up a strategy so that when the situation re-occurs the behaviour will be dealt with appropriately and consistently, (i.e. in a way which will not be rewarding to the pupil and will discourage the behaviour in the future). We are always aware that, for many pupils, a verbal telling-off or even eye contact can be very rewarding. Any policy of behavioural management can only be successful if people take every opportunity to praise the pupil when they are behaving well.



Individual Pupil Support Plans are underpinned by the following actions of good practice:

- responding calmly
- analysing what is happening
- anticipating what might happen next
- thinking about the short and long term implications of our response
- communicating clearly with others involved in the response
- debriefing afterwards - what have we learned (which may include recording our response).

It is not our policy to always avoid situations in which challenging behaviour is likely to occur - we believe in supporting the pupil to change their behaviour to suit the situation not changing the situation to suit the behaviour of the pupil. We think it is important that pupils learn that they cannot opt-out, manipulate, or take control of situations simply by misbehaving.

Our approach to helping pupils to modify their own challenging behaviour can only be effective within a caring, responsible, school community. There are some sanctions which are not used at Kingsweston School:

- Denial of food at lunchtimes
- Persistent deprivation of a curriculum area for punishment or sanction. There are rare occasions when curriculum access is reduced in line with individual risk assessments.
- Any sanction which humiliates a pupil or denies respect

Occasionally a pupil may present such challenging behaviour that some form of physical intervention may be necessary as part of their carefully considered Pupil Support Plan. This is covered separately in the Positive Handling policy.

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