



Behaviour Policy

SIGNED - HILARY HOULT (GOVERNOR)

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Ratification Date: -

June 2017

Review Date: -

June 2018

individuals matter.





This policy should be read in conjunction with other school policies and guidance documents regarding:

Positive Handling – policy, plans and incident forms
Exclusions
Anti-bullying
Safeguarding and Child Protection
Equality and Diversity
SEND
Staff Code of Conduct





Introduction

This policy takes account of the following legislation:

- The Education Act 2011
- SEND Code of Practice 2014
- *Department of Education guidance January 2016 "Behaviour and discipline in Schools – Advice for head teachers and school staff"*
- *Exclusion from maintained schools, Academies and pupil referral units in England*





Bents Green School Aims and Values

Bents Green School recognises all children as individuals with unique strengths, abilities and needs. We understand that behaviour is a form of communication and an indication that a child is experiencing difficulty. We strive to ensure a pupil-centred and inclusive approach that supports students to learn to understand, manage and improve their own behaviour, and to build positive relationships with adults and other pupils. We aim to prepare our students to be good moral citizens as they develop on to adulthood. To support all of our students to achieve the best possible outcomes we endeavour to provide:

- A safe, predictable environment that promotes consistent routines, boundaries and expectations
- A warm, calm and orderly atmosphere that promotes a sense of community
- A climate of mutual respect between all staff, students and visitors within school and the wider community
- Effective partnerships with parents / carers and other agencies to support the welfare and behaviour management of their child; working together to identify reasons for any difficult behaviours and planning strategies to support positive changes to behaviour.
- A focus on celebrating, modelling, promoting and positively reinforcing good behaviour
- The provision of an appropriate curriculum with carefully-planned learning opportunities
- A focus on developing students' social communication and emotional regulation through the SCERTS curriculum
- Access to personalised learning opportunities, where appropriate, to promote emotional well-being and social, emotional development
- An appropriate learning environment which considers and supports students' communication and sensory needs.
- A comprehensive staff CPD programme to promote effective positive behaviour management; to include TEAM TEACH and specific training relating to different behavioural difficulties / causes /strategies and interventions
- The consistent use of TEAM TEACH de-escalation techniques and positive scripts to support students

All students at Bents Green School have the right to:

- Have recognition of their unique identity together with individual consideration of their needs and appropriate support / provision / adaptation
- Be treated with respect and dignity and feel valued members of the learning community
- Learn in a safe environment
- Be protected from harm, violence, assault and acts of verbal abuse





Expectations at Bents Green School

At Bents Green School we expect that everyone will do their best to:

- Be kind to each other
- Be polite
- Listen to each other
- Give and receive help
- Share with others
- Be patient
- Try to stay calm at difficult times
- Work cooperatively with others
- Be honest
- Respect other people's property

Staff at Bents Green School have high expectations for all students and will promote an environment which recognises, encourages and rewards these positive behaviours. Bents Green School aims to effectively support all students with consistent and supportive strategies.

Pupils at Bents Green School are asked to sign a **Home School Agreement** which forms the basis for our school 'rules' and reward system. Students are asked to:

- ***Try hard to achieve their best in all activities***
- ***Have good attendance at school***
- ***Respect and take care of our school and the people in it***
- ***Listen to adults and follow instructions***
- ***Try to stay calm and talk to an adult if I have a problem***
- ***Hand in all electronic devices /mobile phones to reception on arrival at school and collect them at the end of the day***

We recognise that some students may find some or all of these rules difficult to understand and/or adhere to. Where this is the case students will be supported by staff to work towards achieving these behaviours through explicit teaching, staged targets, individual support plans and positive reward systems.





Promoting Positive Behaviour at Bents Green School

Roles and Responsibilities

Governors

There will be a named governor responsible for behaviour who will support the Senior Leadership Team to:

- Monitor, review and amend the policy at least annually
- Monitor significant incidents and exclusions
- Monitor the implementation of the behaviour policy and reward system

The Senior Leadership Team

- Oversee the implementation of behaviour and discipline procedures across the school. Assistant Head Teachers will specifically monitor behaviour and discipline procedures for their own phases.
- Liaise with outside agencies with regard to general behaviour policy procedures
- Monitor and evaluate the effectiveness of the behaviour policy
- Support staff in dealing with behaviour issues
- Coordinate training and maintain a central training record for staff
- Ensure all staff have access to this policy and sign to say they have read it, including all new staff
- Provide an effective CPD programme which ensures all staff are aware of the expectations on them and provides them with the confidence, knowledge, skills and strategies to support the challenges that they face within the classroom
- Keep a record of all reported significant incidents of behaviour

HLTA's (who are also trained as Team Teach Tutors)

- Oversee the drawing up, implementation, monitoring and review of Individual support plans
- Support class teams to develop personalisation; including curriculum adaptations and individual support / rewards plans
- Organise and deliver TEAM TEACH initial and re-accreditation training across school and the wider community
- Support class teams in identifying best ways to support individuals who are struggling to access learning
- Provide specialist advice and guidance for staff on aspects of behaviour management including positive handling and behaviour analysis
- Work with class teams to monitor the behaviour of students within their year group, identifying students in need of additional support and ensuring identified plans and strategies are having a positive impact, making appropriate changes as needed.
- Work with class teams to develop case studies for students needing high levels of intervention
- Review incident forms with appropriate staff



Class Teams

- Implement all aspects of the Bents Green behaviour policy, reward and sanction systems; making necessary adjustments, as needed, to support all individuals within their class groups to understand and develop more appropriate behaviours
- Recognise, reward and model positive behaviour
- Provide learning opportunities that are interesting, relevant and appropriate to learners' abilities
- Use Team Teach techniques to reduce the risks presented by challenging behaviours – diffuse and de-escalate potentially challenging situations and promote positive alternatives; including the use of positive scripts
- Support all students to understand expected behaviours, reward systems and where necessary logical consequences
- Produce, review and adapt individual support plans, one page profiles and individual reward plans, in consultation with each other, parents, students and HLTA's.
- Produce, review and share individual and group student risk assessments identifying risks and necessary action
- Refer for, support and/or deliver additional interventions for individuals as necessary to support positive behaviour and social, emotional development
- Track and analyse behaviour of students exhibiting high levels of difficult behaviours using monitoring cards; using this information to target changes to support / curriculum opportunities
- Advise all colleagues regarding the implementation of individual support and reward plans and appropriate support strategies / arrangements
- Contribute to the development of case studies for students needing high levels of intervention
- Ensure the safety of staff and students by taking action using Team Teach handling techniques where necessary. This should always be 'reasonable and proportional'. Please see positive handling policy
- Report all incidents to the year group HLTA as soon as possible (at least within 24 hours) of the event, including completion of appropriate incident forms
- In the case of a serious incident, such as harm to another person or serious damage to property, ensure that a member of SLT is informed immediately
- Regularly liaise with parents and carers regarding the progress, behaviour and welfare of their child; any sensitive information should be passed on to parents sensitively through a phone call or face to face meeting
- Liaise with external agencies, as necessary, to support the progress of each child

The Role of Administrative staff

- Input and maintain SIMS records of behaviour incidents
- Input data for permanent, fixed term and internal exclusions
- Inform the Local Authority of exclusions and liaise with them for advise where needed
- Keep records of students receiving post cards home
- Provide Behaviour and exclusion data as needed to the Senior Leadership Team and to HLTA's



- Set up and maintain folders on the MLE for Individual Support Plans and personal profiles
- Prepare Individual Support Plan and Personal Profiles to be sent home for parent signatures

The Role of parents / carers

- Effective collaboration and consistency between parents / carers and school is essential in providing the best possible support for each child. At Bents Green School we value parental support and welcome their ongoing input and contributions

We kindly request that parents

- Support their child to understand, accept and adhere to school rules and values (as identified in the home school agreement)
- Share information with school staff that may help us to understand and support your child more appropriately
- Work collaboratively with school staff, and where appropriate other agencies, to support your child's progress
- Support your child to share out of school achievements with us so that they can be celebrated in class and / or Friday celebration assemblies





Rewarding Positive Behaviour

At Bents Green School we believe that behaviours that lead to rewarding consequences are more likely to be repeated. Positive achievements both in and out of school are celebrated and all school staff are actively involved in consistently rewarding positive behaviour.

The whole school reward system promotes and rewards positive behaviours. The types of rewards used across the school are varied and reflect the individual nature of class groups and pupils. Rewards offered are appropriate to the development of the groups and of individual students.

For information relating to the Bents Green Reward scheme please see the attached 'Bents Green reward Strategy'.

A focus on review and reflection in supporting positive behaviour

Students are supported to understand school rules and behaviour expectations through daily review and reflection sessions. During these sessions staff support students to:

- Understand the whole school rules and/or their individual targets
- Understand why they have received reward time and what they have done well
- Understand why they did not receive reward time for specific sessions and what improvements are needed for the next session.
- Relate feelings to behaviours and specifically teach coping strategies to support positive behaviour
- Introduce, discuss, adapt and reinforce specific interventions such as 5 point scales, social stories and individual behaviour plans
- Carry out post incident repair and reflection where needed (these can be done in paper form or using the repair and reflection app).



Consequences for negative behaviours at Bents Green School

Bents Green School promotes the use of positive behaviour reinforcement to modify and reward desirable behaviours. However, it is recognised that, in some contexts, consequences are necessary for the benefit of the individual, to support understanding of expected behaviours and ensure safety for all members of the school community.

Informal consequences may include:

- Use of planned ignoring, where possible and appropriate
- Facial expression of disapproval
- Verbal warnings and reprimands
- Loss of privileges or rewards
- Restorative conversations
- Temporary withdrawal from the learning environment

Formal consequences should only be implemented following due consideration of any incident and the pupil's age and needs. ***If a student frequently receives a formal consequence an individual support plan (including use of rewards) must be put in place to positively encourage a modification to behaviour.*** If consequences are used as part of an individual plan it is essential that plans are applied consistently by all staff working with a student.

Consequences for inappropriate behaviours must be **logical** to the behaviour displayed in order to support the desired understanding. See below for examples of logical consequences.

- Missed break time – can be used to catch up on tasks where work has not been completed or completed to a poor standard due to lack of effort / non-compliance
- Missed break time – can be used if students found to be hurting others or bullying during breaks.
- Missed break time – can be used if a student is repeatedly refusing to come back in to class after break.
- Letter of apology / verbal apology – can be used to apologise to another adult or peer (if appropriate)
- Student helps with clean up – may be appropriate following damage to environment
- Time out (a specified amount of time away from his / her class group) – could be used for unkind / aggressive behaviour / non-compliance
- Fixed term exclusion (internal or external)– to be issued only by SLT as a result of persistent or dangerous behaviours. Any child needing a fixed term exclusion will have an individual support plan and where needed an individual reward plan.

Where sanctions are issued staff must always try to support the student to understand why the consequence has been issued and how it links to the presented behaviours. Sanctions are not appropriate for students who are not able to make a link between their behaviour and the issued consequence.



*Curriculum activities are not rewards and must not be removed as a result of negative behaviours. However, there may be times when adaptations to planned activities may be needed to ensure the safety of all students. If changes are felt to be necessary for safety reasons class teams should liaise with HLTA's regarding their concerns and their suggested amendments to individual, group or whole class plans.





Monitoring and evaluation

Behaviour will be monitored by all staff throughout school as described in the above 'roles and responsibilities'. In addition the following records will be kept and reviewed to ensure appropriate interventions and systems are in place:

- Significant incident data through SIMS
- Individual Support Plans
- Personal profiles
- Exclusion data
- Year group pastoral meetings to monitor and plan further interventions – behaviour, attendance, self-esteem
- Weekly safeguarding meetings
- Termly class progress trackers identifying plans and interventions in place to support individuals
- Attendance data
- Post cards sent home





Behaviour Policy Implementation for Bents Green Post 16

The behaviour policy is closely followed for students in the Post 16 provisions at Sheaf Training Centre. Expectations around behaviour and safety are adapted as needed to be specific for the different settings.



Behaviour Policy Implementation for Bents Green at Westfield Hub

As most of the students in the Bents Green hub at Westfield School access mainstream lessons and/or mainstream areas of the school it is important that they aim to follow the Westfield school behaviour policy for the majority of the time. This enables greater inclusion and belonging into the mainstream environment. It is worth noting, however, that the aims and values of both schools have many similarities and, as such, in following the Westfield behaviour policy, we will also be adhering to the aims and values of Bents Green School.

In order to ensure that Bents Green students are able to successfully access both the mainstream curriculum and facilities, there needs to be some flexibility and understanding from the mainstream staff team regarding certain areas. These include:

- Due to sensory needs, our students will not always be able to wear the full Westfield School uniform and, as such, shouldn't be challenged on this.
- As per the Bents Green behaviour policy, many of students will need access to individual target sheets, additional reward time and 5 point scale work. Therefore, a more individualised approach to rewards and sanctions may be necessary for some of our students (please see reward policy)
- We believe that reflection time is vital in order to facilitate our students' emotional regulation, particularly when they have been in the mainstream environment. Therefore, 15 minutes at the end of each school day will be allocated to time to reflect and repair as necessary.
- Consequences regarding negative behaviour may also need to be personalised. For students working primarily in the hub, consequences will be in line with the Bents Green behaviour policy. Consequences for students working in mainstream lessons need to be given careful consideration as to their appropriateness for individual students (especially as we continue to view behaviour as a form of communication). Individual circumstances regarding sanctions will be communicated to teaching staff through students' 'Personal profiles' and/or 'Individual Support Plans'. It may be necessary for the sanctions to be communicated/administered by one of the Bents Green satellite staff.
- Where serious / dangerous behaviours have taken place the Bents Green and Westfield Senior Leadership teams will be informed. Any decisions relating to exclusions will be made by the Bents Green Leadership team in consultation with the Westfield School Leadership Team.



Complaints Procedure

If a student or parent/ carer feels that the measures in the behaviour policy are unfair or have been unfairly applied, then a complaint can be lodged through the school's complaint procedure (which is adopted from Sheffield City Council).

