

## **BEHAVIOUR FOR LEARNING POLICY**

### Underlying Principles

Our behaviour policy supports children to learn about their behaviours and promotes positive behaviours for learning. All our behaviour support strategies are based on SCERTS and THRIVE principles. These principles support and encourage behaviour change for children with barriers to learning. The focus is not on ‘fixing’ the pupil or on the challenging behaviour itself. SCERTS and THRIVE are based upon the principle that all behaviours are a communication of a need and if you can teach more effective and more acceptable behaviour than the challenging one, the challenging behaviour will reduce. We never use punishment or chastisement as a strategy for dealing with challenging behaviour.

The SCERTS and THRIVE frameworks are based on the principles that developing communication skills, teaching emotional regulation and providing transactional support helps pupils choose or develop alternative behaviours. There is nothing inherently wrong with wanting attention, wanting to escape from a difficult situation, wanting certain items, or displaying behaviours which just ‘feel good’ but do not fit into conventional social norms. Our approach helps pupils to increase the number of socially acceptable or understandable ways of satisfying these needs by teaching and supporting pupils to learn new skills. For new skills to be used regularly, the new behaviours have to be more effective or satisfying for the pupil than the existing challenging behaviour. We aim to make this happen by understanding the reasons pupils display challenging behaviour, and by making sure the new behaviours we want to teach are reinforced in ways that the pupils can understand and accept.

### Behaviours For Learning:

Positive behaviours for learning are overtly taught by teachers and TAs and include the following:

- Independence in learning, facilitated and encouraged by all adults in lessons, transitions and unstructured times.
- Engagement and curiosity to learn and explore in all activities.
- Developing the ability to self reflect and ‘own’ their own behaviour and choices.
- Being confident and able to risk making mistakes and being resilient to try again.
- Demonstrating behaviours to learn without being asked or reminded. This could include sitting, moving, listening to others, speaking, turn taking, communicating, making choices and taking risks to explore and find out.

### Implementation

Our whole school behaviour system has guidelines on rewards and consequences with age appropriate adaptations for each key stage. To help pupils understand consequences, they move through a colour coded system (using pictures if necessary) that helps them understand their level of behaviour and the action they need to take to improve. It is a system that allows pupils to reflect on their own behaviour and to develop the ability to self-regulate. There is an expectation that all members of staff operate the system and teach pupils to understand how it functions.

Within the colour coded system a record is kept for orange and red/blue level behaviours and the data is collected and entered onto our behaviour reporting programme. For ASD pupils we use blue forms (not red) and these help to keep a record of patterns and triggers and allow us to decide on effective BSPs and SCERTS interventions.

Behaviour data is analysed daily by AHTs, weekly and half termly with the DHT. Based on the information available, a decision is then made about how best to support the pupils identified and what interventions

should be put in place. Behaviour data is triangulated with progress data and reported in the SEF and Head Teacher's report to Governors termly.

### Support and Interventions

Our pupils need support to help them develop the skills to manage their own behaviour and develop independence and self-awareness. The starting point for this is always to plan and deliver lessons that are accessible and stimulating and engaging for every pupil. However, some pupils will require additional support and this will be recorded on a pupil's intervention log. Support and Interventions may include:

- access to Learning Mentors, Counsellors, Creative therapists,
- setting up SCERTS, THRIVE or school Behaviour Support Plans. (SCERTS and THRIVE allows for individual assessment that leads to action plans and interventions to support pupils, teachers and parents. Trained practitioners work alongside the class team to assess pupils and devise, write, implement and review action plans. These BSPs follow the school colour coded system and are written to include SCERTs and Thrive targets. The BSPs encourage staff to focus on what keeps the behaviour positive and then focuses on what the pupil is trying to communicate),
- consultations with Educational Psychologists and Challenging Behaviour Team,
- referrals to other agencies (Challenging Behaviour Team, CAMHS, Targeted Youth Support Team, Social Care).

### Safe Touch and Safe Holding

The use of safe touch is defined by situations in which abstinence would actually be inhumane, unkind and potentially psychologically damaging. The Safe Touch policy and guidelines are designed to enable children at MKS to feel safe and soothed and where necessary to bring him or her down from an uncontrollable state of hyper arousal. In these circumstances trained staff members will use the appropriate, safest and gentlest means of holding a child.

A group of staff are trained to safely help pupils transition and move. This team is able to model manual handling to all staff. Pupils who regularly need support to be safely moved or transitioned will have a Risk Assessment written that is shared with parents.

Safe holding follows the THRIVE Principles and is only used by THRIVE practitioners or practitioners who are trained. If THRIVE practitioners have assessed that safe holding will be appropriate and beneficial to the pupil, parental consent will be gained. An individual risk assessment will be written which will specify when to use the hold and which members of staff are trained.

Restraint is only ever used as a last resort and only when a pupil is in danger or at risk of harming themselves or others. If a pupil has to be restrained parents will be informed and this will be formally recorded.

### Exclusions

Exclusions usually relate to situations that involve serious health and safety concerns either for the pupil involved, or other pupils. In the secondary department, we operate a system of internal exclusions where a pupil may be required to complete their work away from their class for part or the whole of a day.

Parents will be kept informed by the AHT or Behaviour Support Manager if a pupil has had an internal exclusion. There are guidelines and procedures in place for internal exclusions.

We use fixed term exclusions rarely and only as a last resort. If a child has a fixed term exclusion we will ask parents to come into school on the pupil's return to discuss what happened and future plans for their child. If it becomes necessary to implement a number of fixed term exclusions and we are unable to

identify any further support or intervention for the pupil, we may need to question if MKS is able to meet the needs of the pupil. In this case we will contact parents and the LA and an Annual Review will be called to discuss the question of placement at MKS.

Very rarely we may have to put in place a permanent exclusion. In these circumstances the Local Authority procedures will be followed.

#### Liaison with parents

Supporting our pupils to develop positive behaviours is highly dependent on establishing a good working relationship with parents. We know that where home and school work closely together to support and reinforce expectations, we are more likely to be successful.

It is expected that teachers keep in contact with parents to communicate regularly about successes and achievements as well as challenging incidents. Feedback to parents is also given in the annual review report and at the annual review meeting, and at the termly pupil progress evenings or structured conversation meetings.

Pupils who accumulate a high level of red/blue slips (serious behaviours) are assessed by the Intervention Team and the Behaviour Support Manager in order to make decisions about appropriate interventions and BSP strategies to be adopted.

#### Roles and Responsibilities

All staff are responsible for consistently implementing the behaviour policy and age appropriate guidelines. All staff have a responsibility at all times to model to the pupils high standards of behaviour and emotional regulation. This includes being emotionally contained and maintaining high standards of professionalism.

Behaviour Support Plans are written by the class teacher for pupils who have a high level of incidents, and for those who need specific interventions or structures to help them regulate their behaviour. The SCERTS and Thrive practitioner will support class teachers with strategies to include in BSPs. A Risk Assessment may be written if the behaviours cause health and safety concerns. All staff are responsible for implementing BSPs and following Risk Assessments.

The DHT and AHTs and Behaviour Support Manager are responsible for keeping under review how we are addressing individual pupil's behavioural needs and the impact and effectiveness of interventions and reviewing the need for continued professional development for staff.

The Head Teacher co-ordinates an intervention planning team whose responsibility is to identify pupils requiring interventions, and this team meets half termly.

The Head Teacher has responsibility for the overview of this policy and for standards of behaviour in the school. Governors are responsible for monitoring the effectiveness of this policy and reviewing the standards of behaviour on a regular basis.

The Full Governing Body has responsibility for monitoring the Behaviour policy and practices to ensure the school is meeting the expectations and requirements of the Governing Body and parents.

## Rewards and Sanctions

The school operates key stage specific rewards and sanctions as set out below.

### Rewards

KS1	KS2	KS3	KS4
<ul style="list-style-type: none"> <li>• Stickers</li> <li>• Stamps</li> </ul>	<ul style="list-style-type: none"> <li>• Merits</li> <li>• Golden Time</li> <li>• Certificates</li> </ul>	<ul style="list-style-type: none"> <li>• Merits</li> <li>• Golden Time</li> <li>• Certificates</li> <li>• 50 Perfect Days own clothes day</li> </ul>	<ul style="list-style-type: none"> <li>• Certificates</li> <li>• Golden Time</li> <li>• Vivos</li> </ul>

### Sanctions

The children's names are placed on a circle or a symbol at the start of the day or each lesson. The names can be moved from one symbol/circle to another to give visual feedback to the children about their behaviour. For individual/ASD children this system may be modified in line with their Behaviour Support Plan.

EY/KS1	KS2-KS4	This means:
		<u>Positive behaviour for learning</u> <ul style="list-style-type: none"> <li>• Following adults instructions</li> <li>• Being on task</li> <li>• Allowing others to work</li> </ul>
		<u>Low level off task behaviour</u> <ul style="list-style-type: none"> <li>• Children are told what behaviour is desired.</li> <li>• Their names are moved back to green after a stated period of time (maximum 10 minutes of showing positive behaviour for learning).</li> </ul>
		<u>More serious disruption</u> <p>Consequences vary and may include being removed from the group/class, time out, losing Golden Time.</p>
		<u>Serious incident/deliberately hurting someone</u> <p>Consequences will be discussed with parents and may include internal/external exclusion.</p>

Approved by: Full Governing Body Committee: November 2016, to be reviewed November 2017