



Behaviour Policy

Policy Owner: Julie Saddler-Forman
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Behaviour Policy

Brackenfield is a place where:

- ❖ Opportunities for kindness are never missed
- ❖ Your needs will be met with dignity, privacy and sensitivity
- ❖ The best learning opportunities are promoted in a tension free environment
- ❖ We learn from everyone to understand each other
- ❖ Learning is bespoke and personal to you
- ❖ Everyone has a voice

Rationale

Behaviour support is an integral part of the school curriculum, which teaches appropriate and relevant social skills to all students allowing them to participate fully in: learning; the life of the school; their home and the local community.

The effective support and management of student behaviour is an issue that concerns all schools.

Behaviour Support

All pupils have the right to learn the difference between right and wrong, acceptable and unacceptable behaviour, and to experience positive affirmation for efforts made towards achieving those goals.

Brackenfield School is committed to providing a climate of warmth and support in which self-confidence and self-esteem can grow and in which all pupils feel valued and able to make mistakes as they learn, without fear of sustained criticism. The school must provide the following to enable this to happen:-

- ❖ Structure
- ❖ Routine
- ❖ High Expectations
- ❖ Consistency
- ❖ Reliability
- ❖ Predictability
- ❖ Safety & Security
- ❖ A bespoke approach

Positive behaviour and rewards

Staff at Brackenfield School believe that rewards are paramount in promoting positive behaviour. Individual teachers will include in their classroom management a whole range of rewarding consequences that will meet the needs of a range of pupils. It is important that each class has its own clearly defined set of expectations, i.e. class rules, according to teacher, age group and pupils within that class.

The different types of rewards given at Brackenfield School include:

- ❖ Smiles and positive gestures
- ❖ Demonstrative actions e.g. clapping
- ❖ Verbal praise
- ❖ Stickers / vouchers
- ❖ Certificates
- ❖ Privileges. e.g. social dining, lunch-time clubs, special outings
- ❖ Medals and trophies
- ❖ Jobs and responsibilities awarded
- ❖ Letters, certificates, diary entries to parents
- ❖ Wage slips

❖ Head Teachers Good Work Book

Positive behaviour support strategies include:

- ❖ Eye-contact at the desired level
- ❖ Non-verbal signals
- ❖ Clear instructions and expectations of behaviour wanted
- ❖ Using child's name
- ❖ Tactical ignoring
- ❖ Praising those getting it right
- ❖ Light touches for reassurance
- ❖ Giving pupil physical space and time to calm down
- ❖ Broken record technique (calmly repeating an instruction)
- ❖ Adults modelling good behaviour
- ❖ Theatrical whispers
- ❖ Rewards are earned
- ❖ Using strategies for individuals with difficulty
- ❖ Positive comments before negative

It is acknowledged that each pupil is an individual and that different strategies will need to be employed at different times.

P.S.H.E.

Personal, Social and Health Education permeates the whole curriculum. It is wider than any timetabled programme and is essential in supporting the development of the whole child. Brackenfield School has a PSHE policy, and termly schemes of work are produced by the school co-ordinator to facilitate appropriate teaching.

Undesirable behaviours

When looking at behaviours it is essential that the individual needs of pupils are examined and appropriate strategies for that individual employed.

- ❖ Swearing
- ❖ Not being on task
- ❖ Ignoring request
- ❖ Rude responses
- ❖ Verbal aggression
- ❖ Being out of class without authorisation
- ❖ Shouting
- ❖ Throwing things
- ❖ Damaging property
- ❖ Hitting
- ❖ Kicking
- ❖ Pushing
- ❖ Biting
- ❖ Bullying
- ❖ Spitting
- ❖ Racist, sexist or other forms of derogatory behaviour

Managing behaviours that challenge

Below are listed possible supportive strategies to manage behaviours that challenge in school.

- ❖ Low tone, volume and pace in communication
- ❖ Talk to the pupil about the behaviour

- ❖ Non-threatening Facial Expressions
- ❖ Calm Stances and Postures
- ❖ Verbally reprimand
- ❖ Planned ignoring
- ❖ Give attention to other members of the group
- ❖ Remove a favoured activity
- ❖ Re-arrange seating or playing arrangements
- ❖ Divert attention (give a responsibility or different task)
- ❖ Remove from situation
- ❖ Safe environments
- ❖ Careful use of words
- ❖ Request support from member of the senior management team
- ❖ Remove the class from the area
- ❖ Involve the Lead for Behaviour and/or Head teacher
- ❖ Additional staff support
- ❖ Informing parents/carers
- ❖ Internal Exclusion within the school for a longer period
- ❖ Exclusion (in extreme circumstances only)

A Physical Intervention Policy, in line with the Team-Teach approach is in place at Brackenfield School.

Team-Teach

Team-Teach is a behaviour support approach that is used in Derbyshire special schools. It focuses on using proactive strategies aimed at reducing and preventing incidences involving challenging behaviour. It also offers guidance and support to staff in the use of physical interventions. Physical interventions are only used as a last resort. They are never to be used as a punishment. For further information see the school policy on the use of physical interventions.

All incidents or undesirable behaviour will be recorded on the RM Integris G2 school system

Positive handling Plans

Individual Positive handling Plans are written by the teacher and teaching assistants of a pupil where it is necessary to highlight challenging behaviour, and suggest strategies to avoid them. The plans should be shared with all staff working with the pupil concerned. Copies are sent to parents, and a signature of agreement requested. Positive handling Plans can support a cohesive approach towards the management of undesirable behaviours. They provide a consistent way forward with a way of working that is agreed by all who are working with the pupil. The plan should:

- ❖ be clear and unambiguous
- ❖ provide information about the child's triggers
- ❖ clearly prioritise the behaviours that are being dealt with
- ❖ contain short term goals for achievement
- ❖ have the name of specific staff who will be in direct contact with the child
- ❖ be reviewed at least termly, or earlier if circumstances change

Parental Involvement

Parents and carers have a vital role in fostering good behaviour. Pupils need parental encouragement and support to participate fully and positively in their everyday school work and in the wider life of school and community.

Contact with parents is considered an integral part of school life and is encouraged in several ways:

- ❖ Parents' evenings
- ❖ Open days
- ❖ Home/school diaries
- ❖ Phone calls
- ❖ Voluntary work within school
- ❖ Fundraising activities e.g. Friends of Brackenfield
- ❖ Newsletters
- ❖ Special events, eg sports, Christmas
- ❖ Parents' information handbook
- ❖ Statutory annual review meetings
- ❖ Transition planning meetings
- ❖ Return to school meeting will be arranged after all fixed term exclusions

Parents are encouraged to discuss both positive behaviour and issues that may arise as a result of undesirable behaviour with relevant members of staff. Support will be offered to everyone involved in an endeavour to reduce unwanted behaviours, if appropriate.

Parents are encouraged to be involved in all aspects of their child's education. If there are any concerns about a pupil's level of co-operation or behaviour, parents will be contacted personally by telephone, and invited to discuss matters with school staff. Positive handling plans will be shared with parents