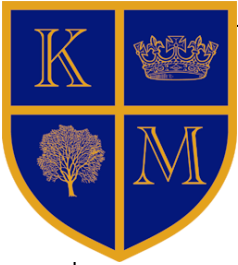


# Kings Meadow School

Believe and Achieve

## Behaviour Policy



Reviewed: Autumn Term 2005, 2007, 2008, 2009, 2011, 2012, 2015

Next Review: Autumn Term 2016

Date: \_\_\_\_\_

Chair of Governors

### Vision and Beliefs

At Kings Meadow School we believe that all behaviours are an outward expression of emotions and directly correlate to an individual's ability to manage their feelings and self-regulate. We are committed to working in partnership with parents/carers, other agencies and the wider community towards achieving our vision which is to create:

- A learning community where pupils have the right to learn and grow intellectually, emotionally and socially in a nurturing environment.
- A school where all pupils are accepted as individuals and encouraged to achieve their greatest potential.
- This is encapsulated in our school motto "Believe and Achieve"

### Aims:

- To provide a happy, secure and caring atmosphere where pupils achieve the highest possible standards.
- To establish a positive environment in which the individual social and emotional needs of every pupil can be met in a positive and nurturing manner.
- To ensure that every pupil has the opportunity to experience success in learning and achieve as high a standard as possible.
- To give every pupil the necessary skills and knowledge to develop as a person and to equip him/her for their role in society.
- To ensure that practice in the school is informed by the latest developments and research in the field of neuroscience, along with other areas relevant to pupil needs.

### Objectives:

- To ensure the safety and well-being of all pupils, staff and visitors to school.
- To provide a secure and predictable structure in which pupils can work to develop personal self-regulation and self-esteem.
- To provide opportunities for all children to practice self-regulation skills

- To give pupils, both collectively and individually, many forms of recognition for positive self-management.
- To develop effective communication links between school, parents/carers and the pupil.
- To provide opportunities for pupils to reflect and repair.

**PRINCIPLES:**

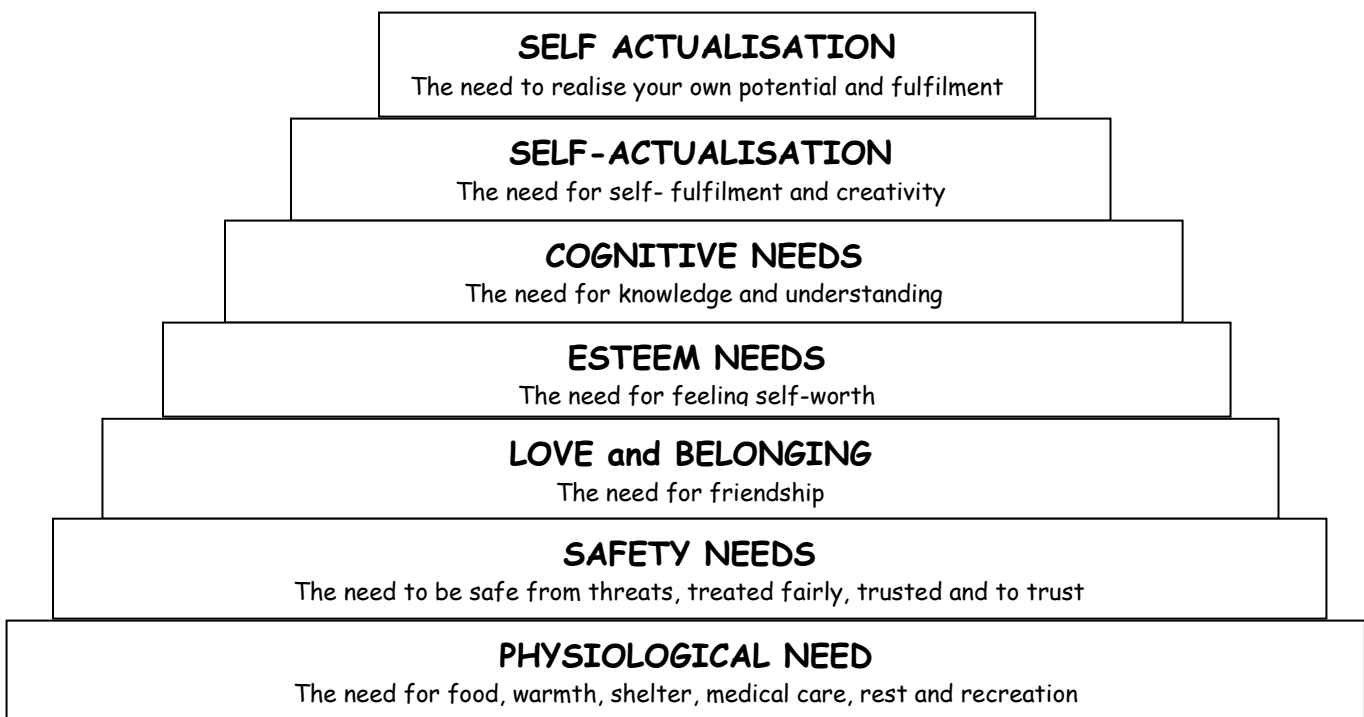
Kings Meadow School believes that academic achievement and personal development are closely interlinked and that both must be addressed equally. They can both be fostered by ensuring that school is a place where:

- ✓ emotional well-being is promoted through valuing, noticing, appreciating, recognising potential and giving room to grow
- ✓ there are positive and trusting relationships
- ✓ individual needs are recognised and valued
- ✓ everyone belongs

**Practice:**

How we encourage appropriate behaviour:

- Our school rules offer clarity and safety and set straight forward standards of behaviour (refer to rules).
- We set and maintain clear limits and impose appropriate consequences.
- We have high expectations of our pupils and provide positive feedback about their efforts and achievements.
- We model genuine, appropriate emotional responses.
- We address individual needs by considering MASLOW'S HIERARHY OF NEEDS:



Maslow's hierarchy shows us that it is unlikely that higher order needs can be effectively addressed if lower order needs have not been met. Staff may expend much effort and time in meeting the lower order needs in order to minimise dysregulation and challenging behaviour in order to promote learning.

- Social and emotional targets - individual and class targets are set. Pupils are actively involved and are encouraged to take ownership of their targets. These targets are generated from pupil Boxall Profiles and observations of the child and are clearly achievable targets that will ensure success and promote self-esteem.
- Staff recognise the need for a child to be ready to learn and build in frequent opportunities for children to 'learn how to learn'.
- Teaching and learning styles reflect the needs of the pupils. Work is appropriately differentiated and curriculum content carefully considered. Staff build on success not failure.
- Classroom organisation reflects the pupils' needs. Classroom layout is designed to maximise learning and minimise disruption.
- Consideration is given to social management especially more unstructured times.
- We try to maintain positive attitudes that are constructive. We believe that by stressing positive examples of self-regulation regularly the desired attitudes in pupils will be reinforced.

#### Teaching social and emotional development:

We believe that social and emotional skills are life skills that help children become more rounded individuals, able to understand and communicate their own feelings and be sensitive to those of others. By teaching social and emotional skills our pupils will be more able to forge successful relationships; be self-aware; develop a sense of right and wrong; problem solve; develop self-control. Consequently we have developed and produced a Social and Emotional Intervention package which is in the process of review. This curriculum enables staff to plan and deliver circle time, PSHE and individual social and emotional sessions. We also capitalise on opportunities that arise throughout the day to develop self-regulation skills. In addition this curriculum, which utilizes the Boxall Profile, enables staff to assess individual, class and whole school levels of understanding and set appropriate targets which can be monitored and progress tracked.

#### Recognition of the children getting it right: celebrating effort and achievements:

We endeavour to create a climate which has a positive effect on pupils' learning and self-regulation. We believe that it is important to celebrate pupils' successes and achievements as this will nurture their self-esteem, their sense of self and their feelings of safety and belonging. It will also motivate and encourage the positive behaviours that are the result of improved self-regulation skills. We value the importance of positive recognition and believe it also increases the children's awareness of the staff as adults who know them and show interest in them.

Recognition is given in many forms such as:

- Noticing the children getting it right, not only achievement but also effort.
- Special responsibilities
- Stickers
- Credits and target ticks
- School certificates
- Sharing successes / achievements in learning with Head Teacher using the Gold Book.
- Recognition of using the Toolkit for Learning skills by sharing successes/achievements with the Deputy Head using the Rainbow Wall
- End of term rewards for those that achieve a Bronze, Silver or Gold certificate for using the Toolkit for Learning skills
- Sharing successes / achievements with parents/carers by sending positive messages home /phone calls home
- Celebration Assemblies
- Attendance certificates for pupils who achieve 95 - 100% attendance. Occasionally, for specific children where attendance is a particular challenge, an individual target may be set.
- Celebrating learning through displays

#### How we address dysregulated behaviour

Over the years evidence has shown that a variety of behavioural strategies have successfully reduced inappropriate or problematic behaviour but the results are comparatively short-term, the behaviours tend to return with increased intensity and frequency (Sugai & Horner, 2002) and do not promote emotion regulation (Daunic, et al 2012) or reduce high levels of anxiety. Consequently, many children with SEMH difficulties are often at risk of academic failure, (Daunic, et al 2012), exclusion (Office of the Children's Commissioner, 2012) antisocial behaviour (Reicher 2010), suffering mental health problems or imprisonment in adult life (Lane et al, 2006) (Eber et al, 2002). Children are social beings making sense of the world within a cultural and historical context. Cognitive development is seldom, if ever, decontextualized but is typically located in a social and physical context, and whilst neurological research brings valuable insights, it is the culture in which the child is situated that shapes his development. At Kings Meadow School we endeavour to model and teach the skills our children need to emotionally regulate.

When a child becomes dysregulated there are a number of strategies and distraction techniques that staff can use. Sensory stimulus can often trigger dysregulation and equally it can calm a child. Attuned relationships between the staff and children will facilitate effective early intervention. It is essential that the adults remain regulated and for these reasons all staff undergo TeamTeach training.

### Graded and gradual responses

In managing dysregulated pupils, staff should initially refer to child's Support and Intervention Plan for appropriate strategies for that individual. It is important that staff familiarise themselves with these plans which are available on the staff network. These are written in Term 1 and shared with the parents and updated as necessary throughout the year. Gradual and graded responses are likely to include the following although not necessarily in this order and will be differentiated to suit the individual.

- Reminders
- Adults from class team to move to provide 1:1 support
- Acknowledgement of the child's feelings
- Distraction
- Sensory break such as going for a walk, having a drink, fresh air, use of calm box.
- Change of environment
- Solution focussed problem-solving, initially within the class
- Use of a quiet space such as the Dens, the Snug, Treehouse and Secret Garden.
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If these strategies are not successful and a situation becomes unsafe, it may be necessary to use a physical intervention. All staff are Team Teach trained and understand that restraint is a last resort and is used when it is in the best interest of the child.

Physical intervention is only used when

- There is significant risk of injury to the child, another pupil or an adult
- Serious damage to property is being threatened or caused
- Serious disruption is being threatened or caused
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Some children may need to access the Burrow, which is a non-stimulating environment. This should be reflected in their Support and Intervention Plan

### Exclusion

The ethos of Kings Meadow School is one of non-exclusion as we do not believe this sanction brings any benefits to the child. However, there may be rare circumstances in which an exclusion becomes necessary. In this case, only the Head Teacher or the Deputy Head, in the absence of the Head Teacher, will exclude a pupil.

### Recovery, reflection and repair

It is extremely important to make time for recovery and repair, no matter how big or small the incident. Before attempting repair, the child needs to have had time for recovery so that they are regulated, using their thinking brain, listening and communicating.

Reflection is an essential part of the children's social and emotional learning. After an incident a child may not be regulated sufficiently to process information and reflect effectively until the following day. Staff need to be mindful of this, however, it is possible to start the reparation process.

Reparation should reflect the nature of the incident. As far as possible, the consequences should be a natural outcome of the incident, for example:

- Help an adult repair damage
- Undertake an act of kindness for someone they hurt or upset
- Offer an apology, verbally, in a note, card or a drawing. The child's preferred method should be used. It is important to remember that many of the children at Kings Meadow school lack the understanding and empathy it requires for an apology to be meaningful. Although we acknowledge that learning to apologise is an important aspect of social learning we emphasise the value of practicing reflection over time.

In cases of repeated/serious damage and injury, this should be referred to the Head teacher who will then consider appropriate next steps including parental involvement and additional support.

#### Involving parents/carers:

We value and recognise the knowledge, views and first-hand experience parents/carers have regarding their child. We believe that it is essential to:

- Work in partnership with parents/carers to support their child's learning and development. We also do this through the Home School Agreement
- Maintain regular communication with parents/carers

Post admission meetings enable school and home to plan how best to meet individual needs. Annual Review meetings provide an opportunity to discuss pupil progress and plan for the forthcoming year.

#### Reporting and recording

Individual weekly monitoring charts enable staff to record a pupil's behavioural responses. Staff record achievements with a credit tick or use a simple code to record dysregulated behaviours. Behaviour is categorized according to letter descriptors and this letter is entered on the chart instead of a credit tick.

A = disturbing others

B = swearing, rudeness or arguing

C = not following school routines / instructions

D = physically hurting others

E = damaging things

Credit charts should not be displayed as this can engender feelings of shame. If a credit has not been earned then this would have been discussed during reflection. Staff can keep them together on a clip board to refer to and keep updated, for example.

Serious Incident Reports or Positive Physical Intervention Reports should be completed as soon as possible and be passed to the Head Teacher or Deputy to sign before being sent home. In addition to these reports being completed all serious incidents will be recorded in a bound and numbered log book.

#### Legislation that supports pupil care:

- The Children's Act 1989 states that all adults working with children have a duty of care towards them. Failure to take reasonable steps to protect them from harm could open individuals to charges of negligence.

Additionally for teaching staff, duty of care is defined contractually within the pay and conditions document

- The use of corporal punishment including pushing, prodding and other forms of rough handling was abolished in the Education Act 1986.
- The DfE document 'Use of Reasonable Force' provides guidance for school staff
- The United Nations Convention on the Rights of the Child 1989 states  
Article 3 - The best interest of the child must be top priority in all things that affect children

Article 19 - The right to feel safe

Article 30 - Every child has the right to learn

Article 39 - Children neglected or abused have the right to special help to help them recover their health, dignity and self-respect

#### Positive Physical Intervention

Maintaining the safety of the pupils and staff in school may sometimes require that reasonable positive physical intervention is used. It is essential that staff are familiar with and refer to King's Meadow's policy on Positive Physical Intervention.

#### Racial and sexual harassment:

In all cases where harassment is suspected, the related incidents are investigated. The procedures for reporting such incidents follows Northamptonshire Local Authority's guidelines. Racial incidents are reported to the County Council following Reporting and Recording Racist Incidents.

All cases are recorded and the Head teacher is informed.

#### Allegations of assault/abuse against a member of staff:

The procedures described in the document "Dealing with Allegations Against Teachers and other Staff" (DfE 2012) are adhered to.

### Eliminating bullying:

We believe that all pupils should learn and work in a supportive, caring and safe environment without fear of being bullied. Bullying is defined as persistent and deliberate hurtful ~ behaviour which involves systematic abuse of power. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. It is the responsibility of every member of the school community to address and/or report all incidents of bullying. See policy for further information.

### Damage to school property:

The school reserves the right to make reasonable charges for school property damaged due to inappropriate behaviour by pupils.

### Assessment:

Each pupil has a Boxall Profile which outlines their strengths and needs. This profile is completed during the second half of the autumn term and is repeated by the end of June each academic year. This enables staff to monitor and track pupil progress. Data relating to the credit charts and the Physical Intervention Reports is analysed on a termly basis and used to inform provision

Our work necessarily involves the input of a range of professionals from variety of other agencies. School actively seeks the involvement of other agencies in order to generate a holistic view of the pupil.

### Equal Opportunities:

We are firmly committed to the principles of equal opportunities. We believe that all pupils are entitled to learning experiences, which will enable them to achieve their potential and enrich their lives. We place great value on diversity and treat every member of the school as an individual. This means we value equally the unique qualities of each person. We aim to foster an atmosphere of respect and equality between all members of our school community, regardless of race, gender or ethnicity.

### Monitoring:

The Behaviour policy will be reviewed annually to assess its implementation and effectiveness.

It is important that staff are familiar with and refer to:

- School Vision and Aims
- Positive Physical Intervention
- Anti-Bullying Policy



- Inclusion Policy
- Equalities Policy
- Health & Safety Policy
- Safeguarding and Child Protection
- Whistleblowing policy

## **Kings Meadow Behaviour Policy Appendix 1**

### School Rules

- We use kind words
- We kind hands and feet
- We look after our school
- We work in the right way, at the right time and in the right place
- We listen to and follow adult instructions
- We walk in school and line up safely
- We stay in the school grounds