



BEHAVIOUR POLICY

The Model

We aim to create a safe, secure environment in which young people and adults feel free to relate to each other in a relaxed, friendly, civilized way, safe in the knowledge that they are valued and respected; that they will be listened to, and responded to, with courtesy. We cannot expect our pupils to know instinctively how to behave: example is vitally important. Some young people may not be aware that they are behaving in a way, which is regarded as unacceptable by others; they will need to be told, sensitively, that their manner is offensive or rude etc, and helped to change. We must always be aware of possible cultural differences and address these appropriately. The way in which young people are spoken to, can have an enormous effect on how they feel about themselves, the world and how they subsequently behave towards others. Staff and students are expected to treat each other with respect and are to model good manners and appropriate behaviour towards each other and visitors to the school.

We aim to encourage all students, to allow them to reach their full potential; We will support all students with their behaviour and establish the cause of any behavioural incidences. If a pupil's behaviour continues to cause disruption in a lesson, the pupil may need to be removed to work separately. Should continuing poor behaviour affect the learning of the pupil or others in the class the staff in consultation with the Head teacher will make alternative provisions for the student.

Here at the Beeches we aim to create a calm and friendly learning environment, positive praise and a positive approach to behaviour management is key. Each student has an individual positive support plan to enable staff to support the student full and reflect on the progress the student is making. Each student has an individual positive behaviour support plan to enable staff to support the student fully with a consistent approach ensuring that all staff are implementing the same strategies. Students can earn point each lesson for good behaviour and work, these points can be used for rewards on day trips out.

Behaviour Policy

Aims

To give a clear code of conduct for the use of all individuals, adults and young people.

To promote a consistent approach in both the school and home environment so that everybody is aware of the expectations.

To provide a positive living environment in the home / school

To foster mutual respect and awareness of each other's needs.

Methodology

Establish a set of School expectations i.e. 4-point code for behaviour

4 -point code

At this school we do our best to undertake the following:

1. We listen to each other
2. We are kind, considerate and polite to all
3. We respect each other and treat everyone the same
4. We take care of the home/school environment and its equipment

1. School expectation to be defined with the young people.
2. The expectations should be visible around the building.
3. They should be referred to on a regular basis.
4. Rewards and consequences should be made clear to all concerned.

Social stories will also be used to help to develop socially appropriate behaviour and assist pupils to develop strategies to control their behaviour.

Rewards and Sanctions

We can encourage appropriate, positive behaviour through praise and a system of rewards. We must help young people to know what appropriate behaviour is – this is not automatically learned. We need to be specific about what is desirable behaviour and to have a clear line of action for different levels of praise and consequences.

We recognise that there will be occasions when there will be problems of behaviour, for many reasons. To deal with this most effectively we must try our best to understand the reasons for this misbehaviour. It is important to remember to label the behaviour rather than the person. This should be made clear at all times to the individual and peer group concerned.

It is important to acknowledge that the learning of acceptable behaviours happens at different rates amongst the students at the Beeches. While a non-verbal signal (a look or a frown) may be sufficient for one person, a more involved approach may be needed for others, with some students needing time to reflect on the events that have happened. Established and consistent rules (within the home/school) should be used to help the young person understand how their

behaviour may be inappropriate or unacceptable and encourage them to behave in an appropriate manner.

All inappropriate behaviour should be recorded. This will help us to track any recurring behaviours and the different kinds of misbehaviour, monitor the frequency and when they occur and the reason for the behaviour

A consistent positive approach will benefit the young people. The consequences need to be agreed within the school and regularly reviewed.

These could include;

- Being removed from the situation to a safe environment
- Discussion regarding why the behaviour is inappropriate
- Loss of points
- Loss of activity
- Catch up time after school

A system of consequences will be agreed and or imposed within the school as part of the school routine. Expectations will be displayed in the classrooms in order to provide a visual reminder to pupils of how they should behave.

Rewards

Our young people can earn 'golden time' through out the school day. This is a fifteen minute activity of their choice at the end of the school day. Three minutes per lesson can be earned for good work and behaviour. Young people can also work towards a larger reward by collecting sticker for their sticker charts. These stickers are earned by fantastic attitude, work and behaviour. Once sticker charts are complete students can choose and activity of their choice such as going to the seaside or going to the cinema.

Physical Interventions

Where incidents are foreseeable for a child, the positive behaviour support plan for that child must include clear details of any physical interventions deemed necessary and appropriate for them, together with clear guidance on what circumstances such physical interventions may be required.

In addition, criteria should be set as to the level of use for planned physical interventions that would trigger a review of the behaviour support plan for each individual (e.g.: more than twice in a week, after third usage, etc.).

Under normal circumstances, only those planned physical interventions specified in the behaviour support plan may be used with the child. However, the duty of care shared by all staff at The Beeches UK Ltd, means that staff are obliged to take reasonable action to protect children and others in a crisis situation, including the use of physical interventions.

Any use of a physical intervention used in an emergency situation and not specified in the child's behaviour support plan must be notified to the Manager and recorded in detail on an Incident form. The use of any unplanned physical intervention should trigger a review of the positive behaviour support plan for that child within a seven day period.

Any physical intervention used (planned or otherwise) must involve the use of minimum necessary force, used for the shortest possible period of time.

Interventions must never be used to force compliance or as a punishment.

In order to be considered competent to practice physical interventions, staff must receive Proact-SCIPr-UK training at Induction, Introductory and Foundation levels.

This training will include recorded observation of each member of staff's ability to use physical interventions both safely and effectively.

Please see The Beeches School Physical Intervention for more information.

Record Keeping

We will keep a record of both positive and negative behaviours, the pupils diary/daily record sheet can be used to promote discussion with each student about any issues. A record will also be kept by care staff/ class teachers, this will ensure that any pattern of behaviour is noted and can be used to support students to overcome their difficulties. We also keep a reward chart and consistent excellent behaviour is given recognition.

Equal Opportunities

In order to ensure equal opportunities we aim to:

Monitor issues such as gender, racial groups, frequency of involvement by the young persons.

Make time to create opportunities for young people to give their point of view and record it.

Be aware of any special needs of the young people.

Be aware of any unfortunate circumstances that are occurring at any time.

Apply the policy in a consistent and a fair manner.

Staff Responsibilities

To treat all students equally

To be consistent

To know and work within the policy and practice

To provide support for the one another within the home/school.

To provide a role model for the young people

To work in partnership with all of those concerned with the students for their benefit

To have a positive approach when dealing with any behavioural issues.

Young people's Responsibilities

To respect other people's right to a safe environment

To treat others equally

To alert a staff member of any unfavourable incidents towards any other person

Be aware of school expectations

Social workers Responsibilities

To work in partnership with the home/school to benefit the young person's welfare

To accept and work within the home/school rules

To know and work within the policy and practice

Rights of the young people

To be respected and valued as individuals

To be cared for in a safe environment

To feel safe at all times

Rights of staff

To work in a safe environment

To feel safe

To be respected and valued

To receive professional development

Rights of placing authorities and social workers

To be informed,

To be listened to,

To be respected,

To be involved with the solving of their young person's misbehaviour if any should occur

Updated By Kathryn Black, Head of Education , May 2018

This policy is updated annually.