



Kemball School

"We can because we try"



Behaviour Policy 2024-2025

To be read in conjunction with Safeguarding policy, Physical Intervention Policy, Whistleblowing Policy, Anti Bullying. In addition DfE guidance is as follows: Preventing and Tackling Bullying 2014; Behaviour and Discipline in schools 2014; Keeping Children Safe in Education Document

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Kemball School Behaviour Policy.

1. Introduction

1.1 The definition of Behaviour is outlined as 'the way in which one acts or conducts oneself, especially towards others'. At Kemball School, we strive to enable all our pupils to reach their maximum potential of becoming kind and mindful pupils who are aware their actions towards themselves and others. As a school, we also consider the other aspects in which behaviours may manifest and develop and create individualised strategies to ensure a pupil centred approach. The ethos or climate of the school as a whole is central to establishing and maintaining high standards of behaviour.

We endeavour to create a consistent approach to ensure fairness and aid transition while still maintaining individual behaviour context and need. Where clear priorities are co-operatively agreed by pupils, parents and staff and pursued the communal sense of purpose engendered is a source of great strength, supporting the school's insistence on courteous and considerate behaviour and high standard of work.

1.2 This policy document has been written and reviewed in consultation with the governors, staff and pupils. The principle of the rights, responsibilities and consequences of behaviour has been accepted as the framework for this document. The provision of individual rights is the most important factor to consider. The policy will address the responsibilities and consequences of these rights.

1.3 The school aims to provide a safe environment for teaching and learning. Pupils and staff have the right to be treated with dignity and respect. The value of positive achievement and behaviour is a priority to raise self-esteem. We have high aspirations for our pupils and this is reflected in our expectations of their behaviour.

Our aims are to encourage

- Positive attitudes, to their work, learning, school, staff, pupils and to themselves.
- Incentives, motivators and rewards through appropriate channels.
- To promote independence of pupils and to develop self-help strategies to help them recognise signs and give them support on developing next steps strategies for themselves and for others to support them.
- A place where pupils are accepted for their differences.

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- Establish a stable, safe learning and social environment which caters for a range of needs including overstimulation and distracted learners.
- Develop the self-discipline of our pupils by encouraging them to be responsible for their own behaviour and understand that their actions have outcomes.
- Show appropriate respect for the school environment and its resources.
- Involve pupils in discussing their behaviour and developing their behaviour system – please see attached appendix 3.

1.4 The staff, parents and pupils are responsible for the provision of the rights outlined. The Home School Partnership agreement gives clear commitments to support the management of positive behaviour.

2. Objectives

2.1 To involve pupils in a well-structured, relevant curriculum appropriate to their needs and ability. All pupils have a right to be educated in academic, practical, social and life skills.

2.2 The school aims to further an atmosphere of mutual trust and understanding in which meaningful and worthwhile learning can take place.

2.3 To include the school council when compiling the school rules and values. (appendix 1)

2.3 To provide clear information to parents, pupils and staff about rewards for appropriate behaviours and strategies to manage inappropriate behaviours.

2.4 To record and monitor significant behaviours through the completion of a Behaviour Logs, via Behaviour Watch (eduspot). This information will in turn be used to inform the development of a behaviour plan and termly behaviour data will be fed back to Governors.

2.5 To emphasise the importance of shared responsibility in the management of behaviours to include all stakeholders.

2.6 To ensure there is a fair and consistent rewards systems within the pathways, which focuses on motivation and is not punitive.

2.7 To develop positive ethos to dealing with all levels of behaviour and using a range of strategies to support both pupils and staff.

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2.8 To highlight the need for respect for self, others and the environment.

2.9 To ensure that consequences and sanctions are appropriate and purposeful to the pupil and are used as a learning opportunity for that behaviour.

2.10 To ensure consistent approaches to resources, tools and strategies around the school so that transition is supported for the pupil.

3. Praise and rewards

3.1 In this section the management of positive behaviour is clearly outlined.

3.2 The success of achieving good standards of behaviour will involve praise and rewards, positive relationships between teachers and pupils, communication and effective strategies, a calm, stimulating, fun, effective teaching and learning environment and lessons.

3.3 The school ethos is to celebrate and record positive behaviours. This is organised in many different ways. Some examples are as follows:

- Records of Achievement are well established. All pupils are involved in the production of ROA folders that record and celebrate achievement and experiences. This area reflects the positive practice in all aspects of school life.
- Weekly assemblies are a form of reinforcement of positive behaviours by awarding certificates or presenting their work.
- School / parent contact via Class Dojo, coffee mornings, parents meetings, transition planning and Annual Reviews.
- Motivating activities which are an incentive for positive behaviour
- Instant rewards such as stickers, stamps and charts.
- Individual class behaviour rewards system (half term treats, rewards or certificates)
- Consistent use of Class Dojo through the school.

4. Management of behaviour

4.1 The foundation of a happy school depends on routine, a well-organised classroom and positive relationships with children, parents and staff.

4.2 Only by working together can we improve the quality of education for all our children

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4.3 The involvement of parents or carers is essential to encourage good behaviour in school. Mutual respect between parents and school should be encouraged.

4.4 Behaviour management is the shared responsibility of all staff, both teaching and non-teaching.

4.5 All staff should be aware of the school rules and values.

4.6 Staff working in a classroom should be aware of strategies to support pupils on a Behaviour Plan or those who require a 'Tool Kit'. Staff should refer to the Behaviour Procedure.

4.7 Class teachers are responsible for creating and updating Behaviour Plans. Appendix 2. These should be checked and signed by the behaviour lead before going home.

4.8 All pupils are expected to behave in a responsible manner to both themselves and others, showing consideration, courtesy and respect for other people.

4.9 All staff should use de-escalation techniques in managing challenging behaviour as a first response. This is outlined in the behaviour procedure.

4.10 Only CPI trained staff should be involved in holds. This does not include physical intervention. Please read Physical Intervention policy.

4.11 The management of negative behaviours is organised in response to the specific behaviours. The format for this could include:

- In the first instance, staff should manage behaviour using appropriate strategy. See Behaviour Procedure for support. This should always include a considered approach and regard for the context of behaviour. Strategies may include...
 - 'Zones of Regulation' (this is a behaviour learning tool and not an approach)
 - 'Fix it' strategy (this is an approach to understanding their actions and is part of the consequence to the action)
 - Reflective Social Story (opportunity for learning and understanding their actions)
 - CPI (De-escalation approach and consideration of triggers)
 - Sensory intervention
 - Nurture sessions
 - Firm boundaries and consistent approaches
- Recording events on the Behaviour Watch system and ensuring that the appropriate information has been added so that effective tracking and feedback can be given. Staff are to check for Pathway Lead feedback. This information is recorded termly and given to Governors in the form of an incident report over time. Impact of interventions is also recorded on these reports.

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- Seeking support from the SLT or Behaviour Lead via phone call or Public Address System (PAS) for significant behaviour incidents that cannot be managed by class staff.
- Request staff behaviour support by PAS in the form of 'Orange team' and identify the area. All staff who are able to be released should attend. These should be CPI trained.
- Class/whole school meetings to be encouraged when discussing behaviour issues or debriefing following an incident. Staff to make other staff aware of certain behaviour issues they can support for example swapping staff or not engaging.
- If deemed necessary, creating an individual behaviour plan (see Appendix 2) that details what our expectations are and what the strategies are to maintain and reduce behaviour and what to do when behaviour escalates.
- Support from parents through attending meetings and daily communication.
- Ensuring that sensory needs, regulation and understanding of behaviour challenges are considered as primary solution tools.
- Pupil agreement / involvement in the process of developing their behaviour. This can be through the 'Tool Box' strategy and also input into the Behaviour Plans as appropriate.
- Guidance from external agencies.
- On rare occasions at the discretion of the Head Teachers Suspensions or Permanent Exclusions may be required as a last resort. These are used in cases where behaviour management strategies have been exhausted or the level of behaviour seen is beyond the behaviour strategies available.

4.12 The support, co-operation and agreement from parents is essential in any planned behaviour intervention strategy. Behaviour plans will be sent home to be read, signed and returned by parents.

4.13 Any incidents that result in the use of physical intervention (CPI), distress, injury or damage to equipment or buildings will be recorded through the completion of a Behaviour Record and/ or Accident form, via Behaviour Watch. This will be recorded as soon as possible after the event.

4.14 Parents will be informed of incidents relating to their child via the appropriate channels unless stated otherwise. In all cases of CPI, parents should be notified.

4.15 Staff involved in CPI cases are to ensure all body map and documentation on Behaviour Watch are completed as soon as possible.

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4.16 Governors have the ultimate responsibility for the implementation of this policy. Serious behaviour problems may be considered by the governors' sub-committee on school discipline in liaison with the Head Teacher.

5. Staff training

5.1 Pupil behaviour can be influenced by staff behaviour. Staff should be mindful of their demeanour towards pupils and remain professional.

5.2 Much informal training will arise from activities outlined in this policy. It is acknowledged that children with cognition and learning difficulties often have unique behavioural challenges. Training for these challenges is not always covered in external courses. Much of the expertise in such matters is built up by working with, and guidance from, experienced members of staff plus in-house training.

5.3 Crisis Prevention Intervention (CPI) training is provided for identified staff.

5.4 Employers have a duty of care to their employees as well as the children in their care. The school will provide effective support for any staff facing an allegation of abuse of a child and provide a named contact if they are suspended. The framework for managing allegations is well documented in DfE and LA guidance and the school will adhere to best practice.

6. Use of physical intervention with pupils

6.1 Please see The Physical Intervention Policy.

6.2 Staff do not need to be trained in CPI to deal with negative behaviours. Staff are expected to use reasonable physical support to deal with behaviours. For example holding a pupils hand to prevent harm or physically guiding them away from a possible situation.

7. Recording of incidents

7.1 All members of Kemball staff will have a log in for the EDUSPOT Behaviour Watch area. Any problems please email ebuttery@kemballschool.co.uk. In the second instance please contact SLT or Pathway Lead.

7.2 Staff are responsible for logging only the incidents, which they have witnessed or been involved with.

7.3 Staff should ensure that they are only logging behaviour, which are deemed as significant, out of character or are worthy of logging for specific reasons. Staff should avoid logging minor low-level behaviours which are persistent or 'normal' for that pupil.

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8 Roles and responsibilities

8.1 SLT are responsible for monitoring whole school behaviours. Pathway leads highlight this during their half termly meetings. Any significant issues should be highlighted immediately.

8.2 SLT and Pathway leads are to support in high-level significant incidents in school.

8.3 Behaviour lead and Pathway lead's support the staff with advice and strategies on how to deal with behaviour. Attend behaviour strategy meetings with the class or parents. Meet with the pupil and discuss possible interventions. Promote positive behaviour around the school by advising on strategies and ensuring all possible catalysts of behaviour are being considered to inform decisions on behaviour management.

8.4 Pathway leads are responsible for supporting with behaviour incidents on their lead days. They are also responsible for monitoring behaviour incidents slips on Behaviour Watch for pupils within their pathway and giving feedback on these. They will also create a report for Governors termly outlining number of incidents, actions and comparing impact from previous term.

8.5 Class teachers are responsible for creating an environment where behaviour management is lead through individual behaviour strategies, staff in the class to approach behaviour through a positive philosophy on behaviour and ensure that consequences and actions are appropriately used.

8.6 All staff have a role in upholding and supporting in the management of behaviour in their class and around school. It is important that staff work together as a team. Manage behaviour effectively. Share good practise. Document incidents on Behaviour Watch. Support with behaviour incidents following behaviour systems and strategies in place.

9 Whole school strategies and behaviour support – please see behaviour procedure

Nurture groups

- Pupils can be referred to the Behaviour Lead to work 1-1 or in small groups with a member of staff to develop a discussion which is pupil lead based around what they need.
- Calm and focused engagement time on small games
- Identified areas by the pupils or by school staff to discuss and time to reflect.
- Nurture groups can be implemented in classes if deemed necessary.

Sensory diet

- Access to the Sensory Diet room where pupils are able to develop their self-regulation skills to support in their sensory behaviours.
- Use of sensory supportive equipment such as ear defenders, gym balls chairs, fidget toys and chews. Lots more sensory supportive equipment is available to support in self-regulation which impacts on behaviour.

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'Fix it'

- Used following an incident for all ability levels.
- Pupils to be part of the process
- This forms part or is the consequence to the behaviour action.

Sanctions and Consequences

- These will be determined on an individual basis. Context, triggers, damage, ability, understanding, injury and intent will be considered before consequences of sanctions are determined.
- Suspension protocol will be followed if deemed necessary.

Zones of Regulation

- Developing environments which support behaviour management
- Providing tools and strategies in line with the 4 zones to support pupils understanding of regulation and self-help.

10 Strategies to maintaining a positive learning environment

- Communication needs are being met and supported.
- Zones of Regulation implemented across the school
- Sensory needs are being supported with the correct equipment or seeking advice from Visual Impairment, Hearing Impairment, Speech and Language or Occupational Therapist specialist.
- Documentation of triggers and possible links between negative behaviours and actions.
- Firm and consistent approach to behaviours. Identifying the non-negotiables and weighing up the advantages of persistence with the behaviour issue.
- Calm, tidy, purposeful environments where pupils feel they belong and comfortable with their surroundings.
- Accessibility to calm and quiet areas where pupils can have time by themselves.
- Engaging lessons, which are enthusiastically taught to engage the learners and keep them focused and making as much progress as possible.
- An ethos where staff support each other.
- Identifying changes in behaviour.
- Encouraging discussion and conversation around feelings.
- Now and Next boards, visual timetables and clear routines

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- Staff acting as positive role models to the children showing them how to be kind, polite and considerate.

11 Strategies to deal with negative behaviour, choices and consequences

11.1 Positive behaviour reinforcement has much longer lasting effect on behaviours than immediate consequences without the understanding of their actions. Ensuring that maintaining positive behaviour strategies have been put in place effectively will create a more effective foundation to dealing with behaviour. We know that pupils need to understand that bad choices and negative behaviours do not result in a positive outcome; however, there is no single way of dealing with consequences. Consequences need to be carefully considered for a number of reasons such as, background, level of need and ability, lack of understanding or uncontrolled reactions and many others reasons. Here is a list of possible consequences, which may be used.

- Completing work, which has been refused over a play break time.
- Time out area or place to reflect.
- Talk session (Fix it or Reflective Social Story) to discuss their actions and what happens next
- Loss of play time or unable to gain reward time.
- Not gaining rewards or incentives, which were being worked towards.
- Pupils should not have Dojo points removed or taken away.
- Sent to the Behaviour Lead or them asked to come down to the classroom.
- Seen by SLT
- Repairing broken items or tidying up mess, they have made.
- Phone call to parents or parents attending a meeting.

11.2 Trips, swimming or educational visits should not be used as a bargaining tool for bad behaviour over a long period of time and 'taken away'. Staff may use these as motivating towards gaining rewards. If a child has shown particular dangerous

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behaviour or been involved in a serious behaviour incident, they may not be able to attend the trip if this will have an impact on the risk assessment for the trip. Parents should be involved in the discussion if this is the case.

11.3 Suspensions and Permanent Exclusions

These are used to ensure that staff and pupils are working in a safe environment where levels of respect are upheld.

If a pupil is suspended or permanently excluded from school, without delay, must notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the Head Teacher must now, notify the social worker and/or Virtual School, as applicable. The Local Authority will also be made aware of any Suspension or Permanent Exclusions alongside the Senior Executive lead of the Orchard Community Trust and The Chair of Governors of Kemball School.

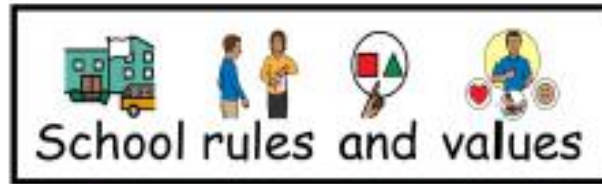
Conclusion

The principles of rights, responsibilities and consequences of behaviours have been adopted for the school policy on behaviour management. The use of physical interventions will be reviewed in all cases. Any new training and or techniques training will be assessed in relation to the needs of the pupils of Kemball at that time.

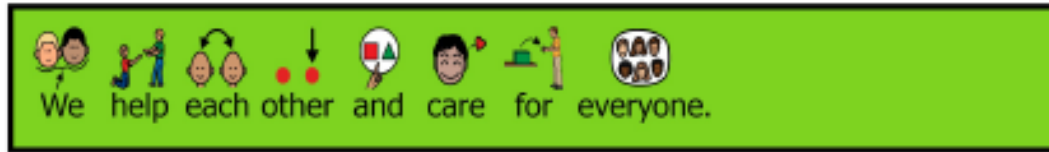
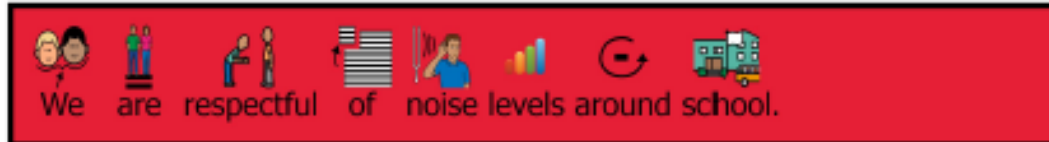
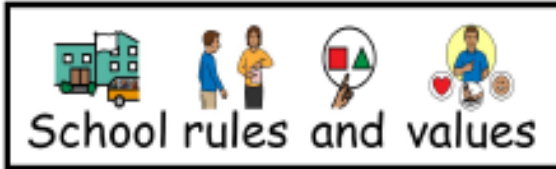
Further reading can be found in the following: Both the school, Orchard Community Trust and LA have extensive policies on Safeguarding Children, Whistleblowing, Anti-bullying and The Physical Intervention Policy etc. These can be found in the school policy system or on the school website. In addition, current DfE guidance is as follows: Preventing and Tackling Bullying; Behaviour and Discipline in schools; Dealing with allegations of Abuse against Teachers and other Staff, Keeping Children Safe in Education.

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APPENDIX 1 - School Rules



For lower ability pupils



For higher ability pupils

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Name:	Class:	Date:	Review Date: This could be termly or annually. This will depend on the child's behaviour and when this will need to be reviewed. This is annually at the very least.
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Photo	<p style="color: red;">In this box talk generally about the child. Be detailed about what they like and what the type of personality they have and what we want for the child. Example 'Simon really enjoys coming to school and will often do really well in lessons and in particular in Maths. He struggles at break times and this is when most incidents occur. He likes to be outside and running around with his friends. His triggers are..... The types of behaviour we see</p>
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<p>What we want to see</p> <p style="color: red;">What happens on their best day and what do we want to maintain?</p>	<p>Strategies to maintain</p> <ul style="list-style-type: none"> -Positive encouragement and praise of positive behaviours -Incentives such as use of motivating toys or objects -Use of traffic light system -Clear instructions and choices -Interesting and engaging activities -Regular communication with parents <p style="color: red; text-decoration: underline;">These are all suggestions and should be changed.</p>
First signs that things are not going well	Strategies to support

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<p>In these boxes it is import to be specific and if there are changes these will need to be updated.</p> <p>Although lots of behaviours are often unpredictable if we can recognise the initial stages or triggers we can then prevent further action.</p> <p>Example – Leaving the table and pacing the classroom</p> <ul style="list-style-type: none">- Making humming noises or grinding teeth- Turns away and becomes uninterested-	<p>This box is to describe next level support when things are beginning to simmer.</p> <ul style="list-style-type: none">- Create a distraction through conversation and redirecting on to task. Or if completed activity <p>-Offer alternative activity</p> <ul style="list-style-type: none">-
<p>Where this behaviour leads next</p> <ul style="list-style-type: none">- Throwing objects- Pushing children- Pinching- Running around the classroom- Pulling away from adults <p>Ensure you are being specific to behaviours and only add behaviours which are applicable to the child.</p>	<p>Strategies needed</p> <p>Ensure that these are manageable strategies.</p>
<p>What we are trying to avoid</p> <ul style="list-style-type: none">- Physical harm directed towards other pupils or adults- Physical interventions	<p>Interventions necessary</p> <ul style="list-style-type: none">- As a last resort in accordance with the school behaviour policy CPI may be used by trained staff to help get to a safe location.- Parents to be informed- Correct BW forms completed

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Term 1: Identify the success and challenges each term. Changes you have made. If there are changes involving any physical intervention then parents must be informed and new document created. If strategy changes then written amendments can be made.

Term 2:

Term 3:

Signature of Teacher..... Date

Signature of Behaviour LeadDate.....

Signature of Parent / Carer.....Date

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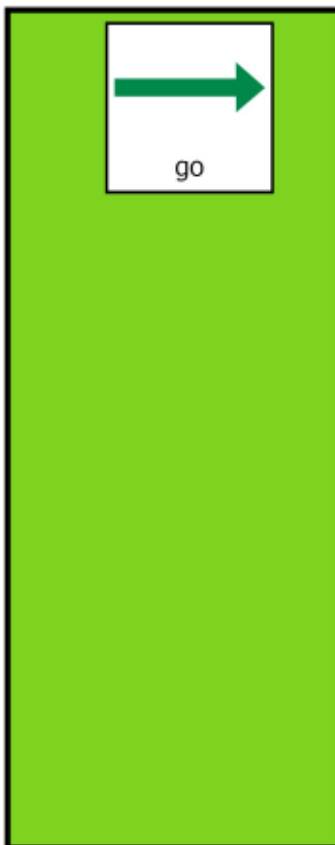


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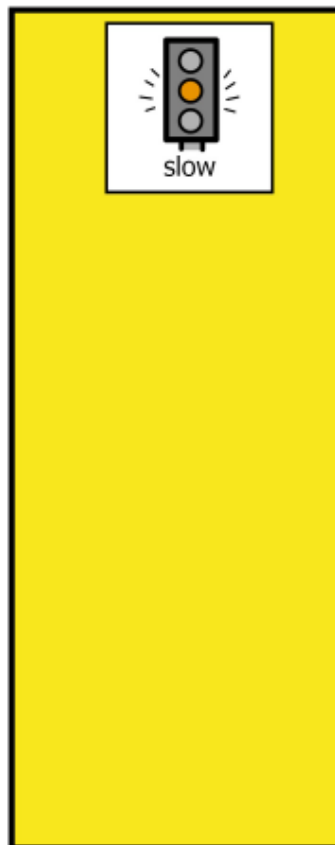
   
Our zones of regulation.



rest time



go








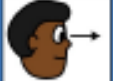




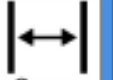








slow



stop

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What my zones look like .

 <p>rest time</p>	 <p>go</p>	 <p>slow</p>	 <p>stop</p>		
 <p>quiet</p>	 <p>looking away</p>	 <p>walk</p>	 <p>noise</p>	 <p>hit</p>	 <p>spit</p>
 <p>Space</p>	 <p>work</p>	 <p>play</p>	 <p>close your</p>	 <p>too close</p>	 <p>kick others</p>
	 <p>think</p>	 <p>share</p>		 <p>pinch</p>	

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Our zones of regulation.



Taking a
brain break.
Find a new
activity.



Engaged in
the
learning.
Getting on
well with
others.
Speaking
nicely to
others.

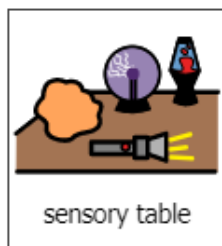
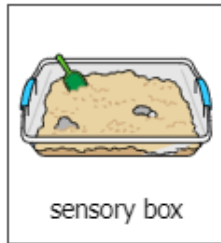
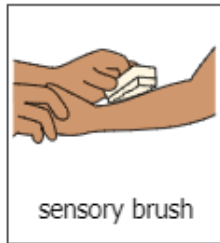
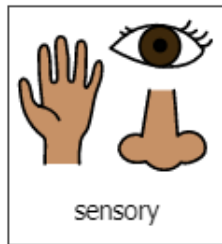


Think
before we
speak. Is
this good
for you?



Go to the
pod.
Ask to go
outside.
Leave the
classroom.
Move away
from
others.

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Suggested strategies- please only use Boardmaker symbols

