



# School Policy for the Positive Management of Behaviour

## CONTENTS:

1. School Vision
2. Aims
3. Objectives
4. Classroom Management and Planning for Positive Behaviour
5. A Child-Centred Approach
6. Developing Autonomy, Self-Control and Building Resilience
7. Rules, Rewards and Sanctions
8. Behaviour Intervention Framework
9. Working together with Parents and Carers
10. Working with other Professionals
11. Staff Support and Training
12. Complaints Procedures

## 1. School Vision

*Our vision for The Brook is simply one. In a state of the art building, with an innovative and visionary inclusive approach and a huge continuum of need, pupils will be learning and living together in an aspirational learning environment, where every one of those needs will be met.*

To achieve this, we will create a school and inclusive learning community where:

- outstanding teaching and learning is central to everything we do and is challenging, rewarding and fun.
- the school is full of laughter, light, excitement and enthusiasm.
- the curriculum is continuously reinvented by a learning community which is committed to shaping the learning of our pupils.
- communication is central to everything we do - every pupil will leave the school with an individualised system of communication which can be non-verbal, signed or verbal.
- creativity is placed at the centre of teaching and learning, breaking down the barriers between subjects.
- staff are skilled, reflective practitioners who are themselves continually learning – professionals committed to achieving extraordinary results for their pupils.
- a wide-ranging and highly skilled multidisciplinary team works collaboratively with the school to provide access to the curriculum across the range of pupils.
- the environment and curriculum provides every pupil with the opportunity to grow personally, socially and academically to be the best they can be and to develop an overwhelming sense of self confidence and high self-esteem within a stimulating and caring environment.
- there are clear boundaries and structures set for the pupils, which are well communicated and consistently reinforced.
- every child is entitled to enjoy his/her childhood and is kept safe.
- the approach across the inclusive campus is holistic and one of collaboration, harmony and trust, creating a safe, supportive learning community.
- the learning community including parents/carers; governors; friends and supporters are proud of the school and actively work together in partnership to achieve the inclusive vision.
- positive images of and attitudes towards all our pupils are developed in the community in order to access their right be included in that community.
- difference and diversity is valued, understood, embraced and celebrated and the whole learning community is respected and valued with any discrimination opposed and rigorously challenged.
- a caring community is based on fair, understanding and compassionate relationships.
- equal access is provided for all pupils, staff, parents/carers and other members of the school community to the physical environment of the school.
- the school and the pupils are placed firmly in the mainstream of educational provision and at the centre of community life.

## 2. Aims

- We do not seek to control children's behaviour but to empower the individual pupil to manage their own behaviour.
- We seek to use the experience of the everyday to build internal resources that will help promote resilience through the successes and challenges offered during the school day.
- Through these experiences pupils will begin to internalise skills and strategies that will enable them to regulate their own feelings.
- The degree to which the individual will be able to do this will represent a continuum of structured support with some pupils becoming increasingly more independent.
- Wherever a pupil is on that continuum we will continue to work to support their development and emotional well-being, working closely with all involved professionals and the child's family to ensure continued access to the whole school curriculum and community life.
- We will ensure that any response to a pupil's behaviour reflects a graded and gradual approach that takes account of individual learning needs and the demands of the situation.

## 3. Objectives

- To create a safe, secure effective learning environment for all members of the school community.
- To create a holistic and whole school approach which encourages and reinforces positive behaviour.
- To approach the management of behaviour in a graded and gradual, non-confrontational way that is supported through learning and environmental structures and routines.
- To clearly define whole school expectations and standards of behaviour.
- To promote self-esteem, self-control and emotional resilience through positive relationships.
- To plan and implement individual strategies for pupils for whom behaviour support is a priority area.
- To work closely with parents, carers and other agencies to provide consistency of approach and shared expectation.
- To support the pupils in acquiring behaviour that enhances their quality of life through inclusion within the school and wider community.
- To provide a well-trained staff team that has specific knowledge of specialised strategies to support and manage inappropriate and severe challenging behaviour.

## **4. Classroom Management and Planning for Positive Behaviour**

Through the Teaching, Learning and Curriculum Framework behaviour support is planned and managed by:

- 4.1 Developing a consistent communication system between all staff, to meet the needs of each individual pupil.
- 4.2 Management within the classroom, the routines, environmental structures and teaching methods all have an important influence on pupils' behaviour.

This is supported by:

- lessons being interesting and motivating
- clear expectations of pupil behaviour and appropriate strategies in place
- differentiation according to the individual needs of each pupil within the class
- the effective use of staff and resources within whole group, small group and individual work

## **5. A Child-Centred Approach**

Organising systems within a child-centred approach to manage major and minor changes for pupils with particular emphasis on beginnings, endings and transitions, through;

- 5.1 A flexible approach to the timetable that balances the pupil's individual needs and access to the curriculum.
- 5.2 a balance between individual and whole class needs.
- 5.3 having the highest realistic expectations.
- 5.4 responding thoughtfully to pupils communications and acknowledging their feelings.
- 5.5 encouraging pupils to show the same consideration to others that they would want for themselves.

## **6. Developing Autonomy, Self-Control and Building Resilience**

This is achieved by:

- 6.1 Enabling pupils to access a structured means of communication, beginning with simple choices leading to a consistent system of communication.
- 6.2 Staff maintaining agreed guidelines and setting clear boundaries for behaviour from the earliest age to communicate a safe, secure and consistent environment.
- 6.3 Recognising and rewarding achievement and good behaviour through:
  - Positive body language e.g. smiling, a 'thumbs-up', contingent touch, etc.
  - Positive, genuine feedback during lessons
  - The consistent use of daily recording, 'post-its' and special books
  - Certificates, stickers and celebration assemblies
  - Phone-calls home/notes in the home-school book
- 6.4 Giving pupils enough time to participate, to do things for themselves and the time to understand and be understood.
- 6.5 Informing pupils in advance about their environment, the expectations within it and any changes taking place, both those involving the individual and other members of the class or group.

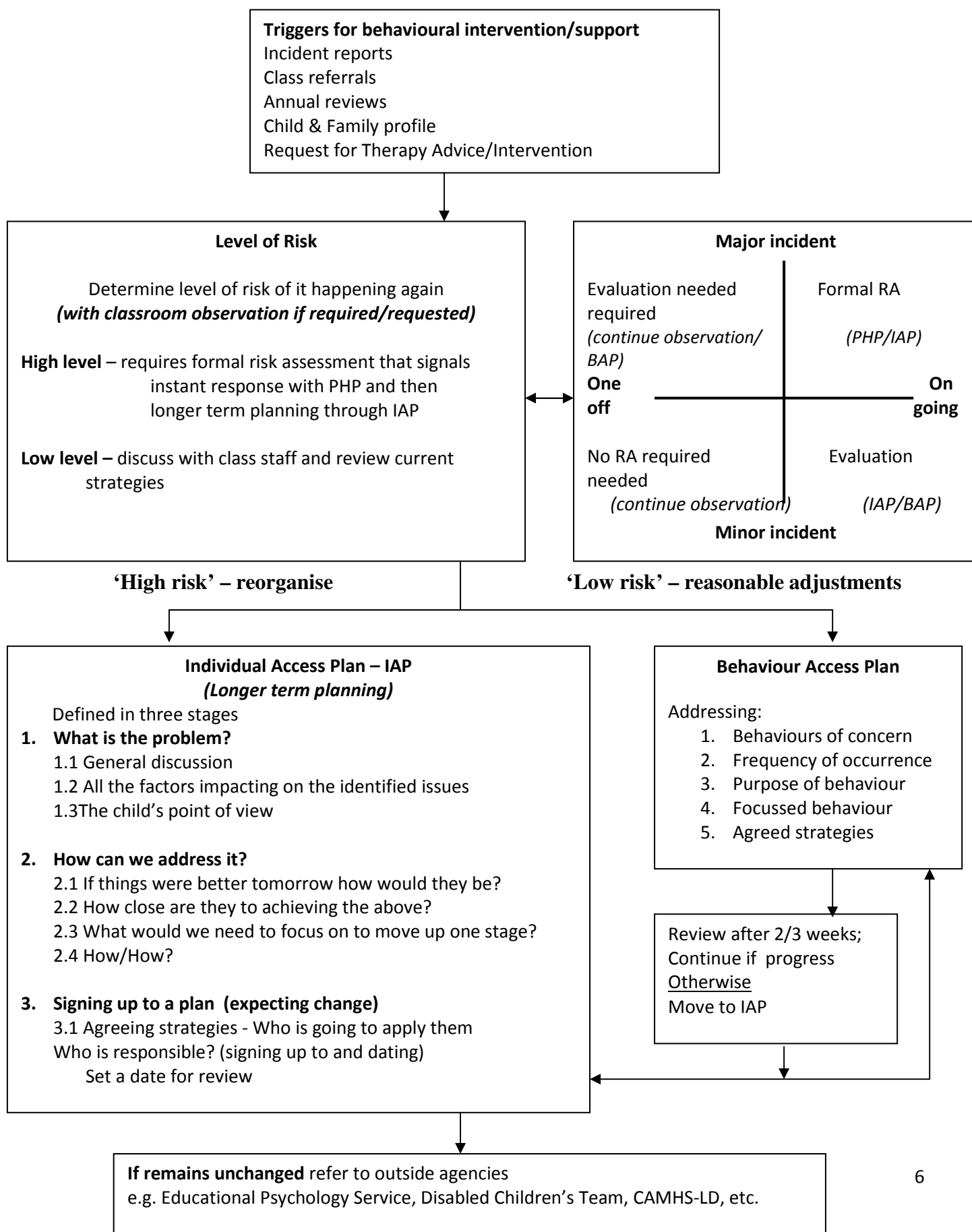
## 7. Rules, Rewards and Sanctions

Rules, rewards and sanctions are deemed to take on a particular significance that is unique within a special school, especially within the ethos and vision of The Brook. In keeping with the guidance of the Equality Act (2010) we seek to approach the use of reward and sanction on the basis of the needs of the individual pupil.

"The overriding principle of equality legislation is generally one of equal treatment ..... However, the provisions relating to disability discrimination are different in that you may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can. So in a school setting ..... you may be required to treat disabled pupils differently...."  
(Equality Act 2010)

Each class will be required to act as outlined within this policy but the application of rewards and sanctions will seek to reward and support positive outcomes whilst supporting the needs of the individual pupil (please refer to the document – I need your AID!).

## 8. Behaviour intervention framework



## **9. Working together with Parents and Carers**

Working together with parents and carers is essential in meeting the needs of pupils at The Brook, where we seek to:

- 9.1 Implement systems which facilitate communication and sharing of information between home and school generally and particularly for the prevention and management of difficulties in behaviour.
- 9.2 Actively seek and integrate parents' needs and views in planning for individual children.
- 9.3 Share information made available to parents as part of the school's local offer on:
  - Resources and school procedures for responding to difficulties with behaviour
  - safeguarding and child protection procedures
- 9.4 To provide mutual support for parents and staff through discussions, practical strategies, training sessions, Team around the Child (TAC) meetings and Child in Need (CIN) meetings.
- 9.5 For the individual pupil, we recognise that there is no one right way to deal with a difficulty and the most successful approach being one which realistically takes into account the particular strengths and circumstances of those involved – both parents and staff.

## **10. Working with other Professionals**

Meeting the needs of pupils within a range of complex needs requires a multi-disciplinary approach. This is supported across the multi-disciplinary team (MDT) at The Brook involving a range of health, education and social care professionals, where the:

- risks within a pupil's behaviour can become a focus for discussion and support from the MDT, dependent upon the observations and strategies of the class team.
- level of risk has not been reduced by the interventions of the class team, thus leading to a whole school approach.
- Needs of the pupil cannot be met within the school and a child may be at risk of exclusion, therefore involving other agencies outside school.

## **11. Staff Support and Training**

Developing a school system for staff support and training that:

- 11.1 Offers training for all staff
- 11.2 Recognises that all staff need to build their skills, understanding, confidence and feel valued
- 11.3 Offers a thorough programme of induction for all new staff outlining their duties and responsibilities in line with the ethos and vision of the school
- 11.4 Provides access for all staff to support/supervision

## **12. Complaints Procedures**

In line with school's open door policy any concerns or complaints can be made in person or in writing to the Headteacher or any member of the senior leadership team. If the issue is not satisfactorily dealt with it can be referred to the school's governing body.

**This policy is to be reviewed: January 2016**