

Behaviour Management Policy



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1. Aims

Promote care, courtesy, and consideration, celebrating achievement for all.

Promote high standards of achievement and behaviour in a rich and stimulating learning environment.

Promote an environment where all feel safe and valued in a caring stimulating and secure environment.

Nurture self-confidence and positive attitudes to lifelong learning by providing a range of opportunities for learning and the development of life skills.

Work in effective partnership with parents the wider community and professional agencies.

Behaviour Policy Principles

We aim to –

accept that the maintaining of good behaviour within our sites is everyone’s shared responsibility.

- use a range of pre-emptive strategies to ensure the inclusive nature of the provision.
 - promote high expectations of positive behaviour through modelling.
 - develop a sense of self-discipline and an acceptance of responsibility for actions.
 - Encourage learners to value the environment and its routines.
 - value the rights of the individual and promote and develop empathy and respect for self and others.
 - ensure that everyone is treated fairly.
 - empower all staff to determine and request appropriate behaviour for everyone.
 - ensure that good behaviour is always recognised and rewarded.
 - raise learners’ self-esteem.
 - develop a culture in which we accept the individual but not the poor behaviour.
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- ensure the policy is consistently implemented throughout the provision and that effective mechanisms are in place for the monitoring and evaluation of this policy.
- ensure that all staff, pupils, and parents understand the agreed goals of everyone

Behaviour Policy Principles

Learners learn best in a safe, caring and ordered environment.

This can be achieved when expectations of work and behaviour are high and their consequences are made explicit and applied consistently.

Learners self-esteem and consequently their learning is enhanced by praise, rewards and celebration.

We recognise that everyone has the right to make mistakes, and this policy contains identified personnel and support strategies.

Effective information sharing is critical to supporting effective learner management.

Working in partnership with home and external agencies is vitally important in promoting positive behaviour

2. Roles and Responsibilities

2.1 Staff

- To lead by example and model high levels of good behaviour.
- To ensure young people are dealt with individually.
- To be consistent in dealing with young people.
- To promote the aims and values of the provision.
- To have high expectations of young people.
- To promote high expectations within the community.
- To meet all young people's educational, social and behavioural needs.
- To ensure you are sufficiently prepared for the lesson

Staff have the right to teach, and young people have the right to learn without unnecessary disruption.

Good behaviour needs to be taught. A positive approach will ensure that appropriate behaviour is rewarded and that inappropriate behaviour has consequences. All must take time to teach pupils appropriate behaviour.

- Set high expectations.
- Do not ignore poor behaviour where this impacts significantly other young people
- However, ignoring poor behaviour is a management strategy
- You are responsible for promoting positive behaviour in your classroom and the wider environment.

2.2 Students

- To attend school regularly and on time.
- To bring all the equipment I need every day.
- To be prepared for every lesson.
- To always wear my uniform correctly.
- To always complete work and homework as best as I can.
- To ensure high levels of good behaviour within the community.
- To be polite and helpful to others.
- To keep the school litter, graffiti and damage free.

2.3 Parents/carers

Parents have an essential part to play in securing the appropriate behaviour of their young person within the provision. Close working relationships between staff and parents/carers are crucial to providing practical solutions to complex problems. We actively seek to gain parental support with additional interventions to include parents/carers with our social workers. It is the responsibility of the provision to provide an orderly and structured environment with a positive ethos, where learners can feel safe, without fear of threat or harm from others; it is parents/carers' responsibility to support the young people in providing and promoting this ethos.

2.4 Behaviour Outside School

Pupils' behaviour outside the school whilst on school business e.g., on school trips or outings, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school

3. Definitions

All behaviour has a purpose and as a community, we aim to create an environment where young people consciously want to demonstrate good behaviour. Good behaviour is when individuals' actions, words and deeds allow a positive working environment to flourish. Good behaviour affects self and others positively by building esteem and allowing all to take responsibility for actions. Some examples of good behaviour are listed below; this is not exhaustive.

- Respectful language
- Wearing the correct uniform all-day
- Engaging in classwork set
- Actively listening
- Respect for the environment
- Turn-taking
- Willingly follow appropriate instructions
- Respect for self and others.

4. Teaching and Learning

Promoting positive behaviour in the classroom

Effective teaching can help to support the promotion of positive behaviour.

By effective teaching, we mean that lessons are well planned to include differentiation for ability and different learning styles, meaningful, engaging and challenging activities that include assessment for learning opportunities and that these lessons are delivered with pace and challenge.

Teaching methods should encourage enthusiasm and active participation for all within a challenging and supportive environment. Lessons should aim to develop the skills, knowledge, and understanding that will enable the learner to work in cooperation with others. Praise should be used to encourage good behaviour as well as good work. In the first instance, correction should most normally be a private matter between teacher and learner to avoid resentment, followed by student meetings between teacher, learner and other appropriate staff where necessary.

Assertive teaching styles and good relationships between staff and learners are important in establishing a positive ethos. Staff need to be consistent and respectful in their interactions. Scanning, anticipating, and intercepting positively can prevent disruption.

Where behaviour management strategies have been unsuccessful, and consequences have been applied, it is important that the staff repairs and rebuilds their relationship with the learner quickly and before the next attendance.

Teachers must not promote partisan political views in the teaching of any subject and are required to ensure that pupils are presented with a balanced presentation of opposing views whenever political issues are brought to their attention.

5. Classroom Management & Environment

Classroom management and teaching methods have an essential influence on young people's behaviour. The environment gives young people clear messages about the extent to which they and their efforts are valued.

Relationships between staff and young people, strategies for encouraging good behaviour, arrangements for furniture, access to resources and displays all have a bearing on how young people behave. Provision should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem by demonstrating the value of every individual's contribution, and overall, the provision should provide a welcoming environment.

The ways of working are to be displayed on every side; staff may have additional safety rules, and these must be phrased in positive, child-friendly terms.

Telephones

To promote acceptable levels of behaviour, we do not allow children to use their mobile telephone as this causes issues in class during lessons and between children as a form of bullying. All mobile phones are to be handed in at the start of the day and are returned at the end of the day. Any child who refuses to hand in their mobile phone will have their parents call to take it home for the day, in line with the mobile phone policy.

6. Rewards and Consequences

6.1 Emphasis on acceptable behaviour

We believe that rewards have a motivational role, helping young people to see that good behaviour is valued by all. Treating praise for good behaviour in the same way as we praise good work and effort should be the norm. The most common and frequent reward is praise, informal and formal, public and private and for individuals and groups.

Other forms of praise include

Briefing times at the start and end of the day.

Comments in communication book to home, if used.

Through reviews at KWS.

Through positive reports earned during the day. Please refer to the additional sheet.

Pupil of the week, Work of the week, and other certificates of achievement.

During reviews or meetings involving other agencies.

Working towards an enrichment activity.

Where praise and positive behaviour management strategies have not succeeded pupils must be made aware of the consequences of their actions. All staff are responsible for consistently applying and following through with the consequences. It is important that the consequences are appropriate to the behaviour and that there is an opportunity made for the members of staff to repair and rebuild their relationship with the pupil and for the pupil to reflect on their behaviour. All staff should recognise that in their interactions with young people it is their behaviour and not the pupil which is being addressed.

6.2 Level 1 Prevention

Step 1:

The following will prevent the majority of problems

- Get the year off to a good start – establishing an ethos, and expectations at class and year group level, make and publish class rules (few and simple)
- Develop routines for arrival and departure with staff in the corridors.
- Classroom layout – effective use of space, seating plans and resource access.
- Make sure that the work we ask the children to do is challenging, exciting and achievable (matched to their individual needs); this prevents distraction.

Step 2:

Useful classroom management strategies

Through lesson preparation, prompt arrival at your lesson, good supervision (walking around your classroom), standing next to the person talking or misbehaving, non-verbal communication and eye contact, tactical ignoring of minor, irritating behaviour, and use of humour (not sarcasm) to deflate minor incidents.

Follow support plans, risk reduction plans and education, health and care plans.

6.3 Correction

If a pupil breaks the rules, positive correction should follow. Correction should be non-threatening and focus on addressing the primary behaviour only. Inappropriate behaviour may include the inconsiderate treatment of other pupils or adults, abuse of property, inattention, name-calling, or aggression.

Step 1: Positive correction

- Give clear directions and remind the pupil of the relevant class rule.
- An individual approach where the teacher calmly and quietly gives a clear reminder before any punishment takes place. React when you want to not when the child wants you to. Praise the pupil if the behaviour immediately improves.
- Positive encouragement for doing the right thing, and an individual approach helps. It is appreciated that in some situations, more than one warning is not appropriate on the grounds of health and safety. Some offences are so serious, e.g. continued direct swearing, refusal to cooperate, and willful defiance that you may wish to go to level 3.

Step 2: Formal warning

- Repeat the direction or question or restate the rule.
- Reassert if the pupil is argumentative or direct the pupil to one side
- Make it clear that the behaviour is unacceptable not the pupil
- Make it clear to the pupil that this is their second warning
- Make a note in the pupils' diary that you had to issue a second warning.

Action: Move the child, or sit them on their own, with the reward of moving back if the behaviour improves. Talk to the child at a suitable point in your lesson.

Step 3: Final warning

- Remind the pupil of the consequence of not keeping to rule. Give a final warning
- Defer the action until after the class if appropriate

Step 1: Exit the pupil from the classroom

You do not need to tell the pupil why you are exiting them. The purpose of exiting them is to remove them from a no-win situation and to avoid further confrontation. Pupils may be exited for persistent misbehaviour, but also serious offences such as open defiance, aggression or swearing.

Option 1- Ask a trusted pupil to summon a senior teacher

Option 2- If staff are unavailable the messenger will return and ask you to – “send the offending pupil to room ...” where they will find a senior teacher.

Option 3- remove the rest of the class to another room, leaving the pupil with a member of staff.

Action: The Senior teacher will discuss the information regarding the behaviour with the pupil during the lesson. Exit from a lesson automatically triggers communication home It is very important at this stage that relationships are repaired and rebuilt. The exiting procedure does not resolve the situation nor can senior colleagues “fix” the relationship. Staff should arrange to see the exited child, perhaps with their keyworker teacher/subject leader as soon as possible.

Level 4: Consequences, Support and Sanctions

When a pupil presents a more difficult challenge it may be necessary to employ other strategies.

Step 1: Senior staff report

Reports rely on negotiation between teacher, pupil, keyworker, and parents and may contain targets. All parties will evaluate the reports as part of the process of achieving behaviour change. At this point, we must establish what ‘triggers’ poor behaviour and the challenging behaviour. The pupil needs to be aware of the consequences of their actions and what will happen if they fail with the contract.

Step 2: Internal Isolation

This signals to disruptive pupils that there are finite boundaries to the scope of behaviour that will be tolerated and includes debarment during break/lunchtimes. Reinstatement will consist of a behaviour contract after a period of internal exclusion.

Step 3: Suspension

To suspend a pupil from school attendance is not just to be seen to be for the benefit of the pupil in question but for the sake of the safety and education of other pupils. A few single acts would lead to suspension from school – it is more likely to be a step reached after all other disciplinary strategies had been applied. However, pupils who refuse to cooperate after the full range of sanctions and counselling have been applied must be made to realise that membership in the school community involves them in meeting our expectations.

On re-admission, the pupil will be placed on lesson by lesson report for one day and will report to the Deputy at the end of the day.

Step 4: Acceptable Behaviour Contracts

Where a pupil is displaying behaviour that is particularly difficult or when a pupil is in a cycle of difficult behaviour that they are finding hard to stop then the ABC process may be entered. This process gives the pupil clear instructions of what the behaviour is and why it is undesirable; they are then given written instructions to guide them as to what they must not display with clear sanctions. Roles and responsibilities of KWS, parent and other professionals working with that pupil are also laid out. The agreement **IS** signed by all parties and monitored every week to review progress and re-write or remove any of the conditions.

7. Monitoring arrangements

7.1 Review Process in keyword

Each young person has an individually tailored training plan which is reviewed at regular intervals depending on the length of time the young person is in the provision. This is to be used to monitor young people's behaviour and to address issues regarding behaviour and acceptable standards of engagement. Training plans are to be updated with individual goals updated following the review process. Young people are to be actively involved in this goal setting and review process, which run alongside EHCP targets.

7.2 Pastoral Support Programme

Pastoral Support Programme is a school-based and coordinated intervention that should help build capacity around and within the young person. It is intended to be preventative and supportive and the child or young person must be at the centre of the process. Please see additional guidance and forms regarding this process.

7.3 Student Meeting Process

Where there is an incident of poor standards of behaviour or misconduct the student meeting form may be used. This process is to address behaviour where there is not a review shortly but where behaviour needs to be addressed as a priority. The young person will meet with staff and where necessary with parents/carers to discuss the issues that have arisen. Action points will then be made in agreement of all parties to resolve and move forward.

7.4 Levels of intervention

KWS School use levels of intervention for behaviour to support pupils at differing levels of complexity of behaviour: classroom culture, small group intervention and individual interventions and individualised curriculums, which are linked to students' risk reduction and support plans

These are outlined in the table below:

Level	What is it?	Examples
1	Classroom culture	The class teacher manages the class in an empathetic way, addressing pupils' emotional needs. Classes to be supported by keyworkers to address behaviour.
2	Small group	Pupils identified as requiring behaviour interventions are referred to the Deputy Headteacher.
3	Individual interventions	Pupils identified as requiring behaviour interventions are referred to the Deputy Headteacher.
4	Individualised curriculum	In some situations where a young person finds it increasingly difficult to maintain positive relationships with peers, an individualised curriculum may be devoted to support the young person more effectively

. THE PRIMARY AIM OF ALL OF THESE LEVELS OF INTERVENTION IS TO ALLOW A STUDENT TO BE “LEARNING READY” BY PROVIDING ADDITIONAL SUPPORT FOR EMOTIONAL DIFFICULTIES

8. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Anti-bullying policy
- Curriculum policy
- Staff code of conduct

Appendix 1

KWS BEHAVIOUR SCALE

Supportive actions and sanctions

KWS BEHAVIOUR AND SANCTION SCALE

Supportive actions and sanctions.

Please note:

- all behaviour support plans and risk assessments to be read and updated as per staff routines and expectations
- all behaviours to be logged on POD

LEVEL OF BEHAVIOUR	STUDENT BEHAVIOURS	STAFF ACTION
LEVEL 1 Green Low-level behaviours Generally impacting self	Incorrect uniform Lacking equipment Disrespectful, disruptive or inappropriate behaviours Little or no work completed Left class without permission	LESSON STAFF Apply strategies from behaviour support plan Reinforce positive behaviours KEYWORKER Follow up on daily monitoring tick sheet. Follow up in end of day keywork.
LEVEL 2 Green Low-level behaviours Generally impacting others Repeated Level 1 Behaviours (3 or more)	Disrespectful, disruptive or inappropriate behaviours aimed at others Work destroyed Leaving the building without permission Damage or misuse of	LESSON STAFF Apply strategies from behaviour support plan Reinforce positive behaviours Remove to different room, internal isolation - 1 lesson Loss of activity

instances across lessons or days)	equipment	Follow-up after lesson (POD) KEYWORKER Follow up in keywork (POD) Phone call home (POD)
LEVEL 3 Amber Higher-level behaviours Generally threat or risk Persistent Level 2 Behaviours (3 or more further instances of the same behaviour)	Verbal threats or aggression to others Damage to property-minor Risk of harm to self Risk of harm to others Leaving the site – in view	LESSON STAFF Apply strategies from risk assessment Remove student or others from room Keyworker or SLT support KEYWORKER OR SLT Phone call home (POD) Follow up with 1:1 session (POD) Restorative Justice (POD) Internal isolation – 2+ lessons or ½ + day
LEVEL 4 Amber Higher level-behaviours Generally actual harm Persistent Level 3 Behaviours (3 or more instances across several lessons/days)	Harm to others - minor Damage to property - major Leaving site – not in view Drug or alcohol related - self Bladed article – on person or in property.	LESSON STAFF Apply strategies from risk assessment and support plan. Immediate call for keyworker and SLT SLT Immediate removal Ensure safety of others Search local area and call 101 as per risk assessment Family support meeting (POD) Internal isolation or fixed-term suspension (POD)
LEVEL 5 Red High-level behaviours Immediate action Persistent Level 4 Behaviours (2 or more instances across a number of lessons/days)	Risk of serious harm or actual serious harm to self or others Serious damage to property Drug or alcohol related - others Incidents involving bladed articles.	LESSON STAFF Apply strategies from risk assessment Immediate call for SLT SLT Call families and 999 as needed (POD) Fixed-term suspension and agency referral Permanent Exclusion Inform trustees.

LEVEL 6 Red High-level behaviours Immediate action Persistent Level 5 Behaviours (2 or more instances across a number of days)		SLT Call families and 999 as needed (POD) Fixed-term suspension pending decision Permanent Exclusion Inform trustees.
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Appendix 2

KWS REWARDS SCALE

Recognition and Praise.

**KWS REWARDS SCALE
RECOGNITION AND PRAISE**

LEVEL OF BEHAVIOUR	STUDENT BEHAVIOURS	STAFF ACTIONS
LEVEL 1 Short term	Correct uniform and equipment on arrival Exemplary work produced in a lesson Positive attitude in a lesson Kindness to others	LESSON STAFF/KEYWORKER Verbal praise Written comment on work Tick on daily monitoring sheet Positive on POD Work of the Week
LEVEL 2 Medium term	Correct uniform across the week Positive attitude across the week Kindness to others across the week	LESSON STAFF/KEYWORKER Verbal praise Pupil of the week Work of the week Postcard and email home Name in half-termly draw for £10 voucher (13/15 for the week and for every 3 positives achieved)

<p>LEVEL 3 Long term</p>	<p>Consistently meeting the above standards for 6 weeks.</p>	<p>Name drawn out of reward box</p> <p>DEPUTY HEAD AWARD</p> <p>Certificate and deputy head, phone call home.</p> <p>Treat in lesson 5.</p> <p>Individual non-uniform day.</p> <p>SLT reward item chosen.</p>
<p>LEVEL 4 Consistent</p>	<p>Consistently meeting the above standards for 10 weeks, having already received the Deputy Head Award.</p>	<p>HEAD TEACHER AWARD</p> <p>Certificate and headteacher phone call home.</p> <p>Treat during lunch and lesson 5.</p> <p>Individual non-uniform 2 days.</p> <p>SLT reward item chosen.</p>
<p>LEVEL 5 Sustained</p>	<p>Consistently meeting the above standards for 15 weeks, having already received the Head Teacher Award.</p>	<p>PROPRIETOR</p> <p>Certificate and proprietor phone call home.</p> <p>Treat during lesson 4, lunch and lesson 5.</p> <p>Individual non-uniform for 3 days.</p>
<p>LEVEL 6 Exemplary</p>	<p>Consistently meeting the above standards for 21 weeks, having received the Proprietor award.</p>	<p>TRUSTEE</p> <p>Certificate and trustee phone call home.</p> <p>Treat with family, trustee and SLT.</p> <p>Individual non-uniform for 1 week.</p>