

Behaviour Policy

<i>Policy/Procedure Title</i>	<i>Behaviour Policy</i>
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<i>Approved by</i>	<i>Governors</i>
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Introduction

As a Trust we seek to create safe and supportive environments in which our pupils and students can learn and develop by promoting positive behaviour from all members of our school community. We believe that all children and young people feel more secure and learn more successfully if clear boundaries, based on high expectations, have been set for their behaviour.

Aims

- To create an environment which encourages and reinforces good behaviour.
- To ensure there is a real attempt to understand the reasons for challenging behaviour.
- To encourage consistency of response to both positive and negative behaviour, having high expectations and clear boundaries.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the Academy's expectations and strategies are widely known and understood.
- To consult with relevant members of the multi-disciplinary team, staff and parents.

Philosophy

The Trust believes that an Academy should be a place where children and young people learn to respect both themselves and others in a secure, positive environment. We believe that positive behaviour stems from developing a strong sense of self-worth, confidence in individual abilities and good manners. Pupils and students are encouraged to take responsibility for their own actions and are supported to show self-control through self-management strategies.

The promotion of a positive self-image is integral to our behaviour policy. We believe that this improves development into adulthood and aids security, happiness, the ability to build good relationships and the capacity to learn. We believe that a well-planned and structured curriculum supports this aim, taking into account the different learning needs and styles of all pupils and students and promoting active involvement and independence.

We believe that high expectations and an understanding of clear boundaries of behaviour, as well as a consistent approach, are essential to the promotion of an atmosphere where learning can take place. We understand that the Academy has an important part to play in preparing our pupils and students for the adult world and that our own behaviour towards them is as important as our expectations of their behaviour towards each other and ourselves. By being positive, consistent and rewarding good behaviour, we can create an environment in which there is an incentive for behaving well. It is our belief that rewards are preferable to sanctions when working to modify challenging behaviour, but we recognise that sanctions may be a necessary element in many behavioural management programmes.

There may be occasions when it is necessary to use some form of physical intervention in order to fulfil our duty of care. This will always be reasonable and proportionate and be carried out by specifically trained staff. Full details are covered in a separate Physical Intervention policy.

Central to our belief is that there is no challenging behaviour without a reason. All challenging behaviours are a form of communication and it is up to us as staff to try to understand this communication and support our students to find a better way of communicating. We accept that this will require us to be adaptive, flexible, creative and reflective when considering and implementing strategies. We therefore aim to provide positive behaviour management training for staff expected to manage challenging behaviour and provide a support system through regular communication with senior leaders.

Environment

The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. It should provide a welcoming, safe and supportive environment and be organised in such a way that independence is encouraged and enabled. This includes giving consideration to the arrangement of furniture and accessibility of materials and resources.

Staff

We believe that we have a collective responsibility to promote positive behaviour so agree that we:

- Will be ready to welcome pupils and students and give clear direction about the daily routines
- Will adopt a calm, positive, consistent yet flexible approach at all times
- Will treat all pupils with dignity and respect
- Will work as a cohesive team to support the specific and different needs of each individual pupil or student.
- Will plan and prepare meaningful and appropriate activities aimed at meeting the specific needs and learning styles of all pupils and students
- Will follow the principles of positive behaviour management by encouraging and praising e.g. 'Good sitting' 'good thinking' etc...
- Will use clear positive language e.g. 'walk', rather than 'Don't run'
- Will set clear boundaries for expected classroom behaviour
- Will reinforce the 'wanted' behaviours using reward systems appropriate to the pupil/student and minimise attention for or ignore 'unwanted' behaviours
- Will use the agreed school systems for recording and analysing challenging behaviour and attempt to find reasons and then solutions to improve the outcomes
- Will adopt a consistent response to challenging behaviour which will be supported by Individual Management Plans

Further details

The different settings have their own school/college specific guidance documents which outline recording and reporting methods and should be referred to alongside this policy.

Physical Intervention

The Propeller Academy Trust policy for Physical Intervention should be followed and also refer to the following:

- Dfe Use of reasonable force, advice for headteachers, staff and governing bodies, July 2013
- Joint DfES/DH guidance issued July 2002, 'The use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorder'
- DfES Reference LEA/0264/2003, 'Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties', September 2003
- Dfe Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities in relation to exclusion.