



KINGSGATE

SCHOOL

Kingsgate School

Behaviour Policy

Local procedures Owner: Tim Rogers

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Reviewed: ~~17th October 2019 by TR, September 2020, September 2021 reviewed by TR/RO,~~
September 2022 reviewed by TR

Next review date: September 2023

Linked with local procedures:

- Anti Bullying
- Positive Handling

Rationale

Kingsgate School is an independent special school for pupils in Key Stages 2-3. The majority of the pupils that attend Kingsgate School have an Education Health Care Plan which has a principle focus of severe emotional, social and mental health difficulties many with additional complex needs resulting in challenging behaviour.

The Elton Report noted that “bad behaviour in schools is a complex problem which does not lend itself to simple solutions”. As practitioners, the staff at Kingsgate School believe that this statement remains true and is pivotal to informing practice.

It is further acknowledged that there are strategies and practices that if applied consistently will do much to raise standards of behaviour.

It is universally accepted that consistent experience of good teaching promotes good behaviour. However, schools also need to have positive strategies for managing pupil behaviour that helps pupils to understand their school’s expectations. These strategies must be underpinned by a clear range of rewards for positive behaviours and consequences for inappropriate behaviours. These strategies must be applied fairly and consistently by each member of staff.

It is also vital to teach pupils how to behave well – good behaviour has to be learned – so schools must adopt procedures and practices that help pupils to learn how to behave. Good behaviour has to be modelled by all staff all of the time in their interaction with pupils.

Kingsgate School understands that pupils have a right to expect good behaviour, strong discipline, order and safety. This will be achieved through:

- Effective and active policies that promote a strong work ethic and promote positive behaviour and discipline, and from preventing and tackling all forms of bullying
- Involving pupils in developing and reviewing the school’s behaviour local procedure
- Engagement with parent/carers when a pupil fails to attend school regularly or persistently misbehaves.
- Maintaining a safe environment

The School will also ensure that:

- Each pupil will know what behaviour is expected of them and the consequences of misbehaving. All members of staff have a statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction.
- Each pupil will be given the opportunity to voice their views about standards of behaviour in their School

- Any pupil who needs support with their behaviour outside of the ordinary classroom will have access to high-quality, purposeful learning opportunities.

In return pupils are expected to:

- Give their best in all aspects of school life, supporting the school's conventions
- Respect other people and their property
- Respect their immediate and wider environment
- Respect themselves through taking responsibility for their actions and where possible support their peers in making the right choices

Kingsgate School strongly endorses collaboration in managing behaviour. This will be achieved through:

- All parents/carers understanding the expectations of them and their child and the consequences of not acting to support the pupil in addressing their child's behaviour issues.

Kingsgate School will:

- Ensure consistency of approach by all school staff through regular group and individual training, discussion forums, monitoring and moderation of strategies and grading
- Provide effective and visual school leadership to support staff and pupils in implementing the behaviour local procedure and reinforcing an ethos of positive reinforcement. By organising the school day and its facilities to take into account and effectively addresses behavioural issues.
- Promote positive self-esteem and self-image through enjoyment, achievement and success, built around learning.
- Provide a highly differentiated and flexible curriculum which prepares the school's young people to fully integrate and become successful members of the wider society.
- Provide good classroom management, learning and teaching through observations, feedbacks, monitoring, performance management and attainment and achievement analysis.
- Implement a range of clear, appropriate rewards and consequences that are fully understood and embedded across the school and are an integral part of the Home-School Agreement
- Actively teach good behaviour through the consistent implementation of agreed behavioural strategies, modelling good behaviour, and delivering discrete lessons to promote the social and emotional aspects of learn to behave
- Provide comprehensive regular and relevant internal and external training for all staff to support them in executing their essential duties
- Ensure that there is a strong pupil support system through key workers, pastoral support team and health professionals that are regularly available to provide 1:1 counsel. Pupils are also supported through the implementation and promotion of key policies such as Anti-Bullying, Safeguarding and Child Protection, Student Council and Attendance.

- Will create and build effective relationships with parents, carers and other agencies to create a network of support and understanding for each child so that their school based education facilitates and maximises their life chances

Behaviour Management Procedures and Intervention Strategies

There are clear behavioural expectations that have been agreed with each pupil, which build respect for themselves, for other people and their possessions, and for the immediate and wider environment.

Physical and verbal aggression, covert behaviours which could be interpreted as bullying or incitement to negative behaviours, will not be tolerated under any circumstance.

To ensure that this statement is endorsed and implemented across the school, behaviour will be monitored by allocating and recording individual grades for each activity/lesson throughout the day.

Through this monitoring, individual behaviour and learning targets are agreed with the pupil. These explicit targets ensure that they are able to focus on developing and improving one or two specific aspects of their behaviour/learning each week.

Behaviour will be monitored and analysed in the following ways:

1. Daily individual log sheet.
2. Pupil reflection/discussion.
3. Individual risk assessments.
4. Individual behaviour support plans.
5. Pastoral support plans.
6. PIES review system.
7. IEP's
8. Time out of lessons.
9. Tutor group review meetings.
10. Staff meetings.
11. Daily full staff briefings.
12. Internal and external exclusions.

Rewards

All pupils are closely monitored so that any positive behaviour either overt or covert are immediately recognised and rewarded.

Rewards are an intrinsic part of school and of the behaviour support system embedded in the school. They range from verbal or physical acknowledgement, merits, bonus points, additional break, class/year group activity, out of school activities and external day trips.

In addition pupils presenting sustained positive behaviours are recognised by the staff and their peers during weekly assemblies throughout the school and awarded with suitable prizes and acknowledgement that they are encouraged to share with their parent/carer.

The reward system is based around the points scoring for each session. In each learning/activity session, pupils are graded on a 5-0p scale depending upon their behaviour and engagement within the session. The grades are represented by:

5 – on task; following all instructions; good listening, focus, behaviour and effort.

4 – good listening, focus effort and behaviour. Did not need reminding about these more than twice. Maximum points if not wearing school uniform

3 – took time to settle or wasted time in lessons. Needed to be reminded more than twice about behaviour, listening, effort or focus.

2 – refusal to work, repeatedly ignoring instructions, swearing, offensive and rude.

1 – any aggressive or threatening behaviour towards others or property. Disrupting the learning of others. Poor behaviour resulting in exclusion from class, or leaving class without permission.

0 – Poor behaviour resulting in RPI.

The total points awarded each day are then added each week. To access Off-site BRIC time on Friday afternoons pupils need a minimum of 220 points (88%).

The Hidden Curriculum

(BRICS – Building Relationships, Independence, Confidence and Social Skills)

The whole school approach towards the pupils believes the strength of conviction by all staff that education does matter and good schools do make a difference. The school endeavours to offer a social, moral, spiritual, cultural and aesthetic framework in which pupils can develop life skills through all areas of the curriculum.

Self-image and self-confidence for the pupils, is strengthened by specific tangible rewards and awards, outdoor education activities, day trips and residential trips, all serve to enhance social, personal and curriculum programme development. The Student Council plays a key role in introducing reward based activities which aim to promote and develop;

- Relationships
- Independence & Co-operative working
- Confidence building
- Social Skills/ Communication

As well as;

- Decision making
- Self-discipline

We believe that all Pupils should have access to the BRIC curriculum due to its fundamental importance to each pupil's self-development. Each class group can attain class rewards on a termly basis. This specifically encourages group co-operation in achieving good work and behaviour. Individuals can also be rewarded daily or weekly for achievement of their targets or

particular positive behaviours through positive reinforcement and recognition, stickers, and merits/bonus points.

Environmental Factors

The environment in which a pupil works can be instrumental in influencing their behaviour. Considerations should be given to such factors as to the décor, displays, presentation of work, and good quality resources.

The school will endeavour to maintain all areas to a high standard. Damage, vandalism and graffiti should be reported immediately. A log sheet is available on the school system to inform and request any work needed. The cleaning staff work twice weekly. Any extra cleaning or repairs needed should be reported to SMT. Pupils should be encouraged to value and care for their surroundings. As part of the general power to discipline, members of staff are permitted to confiscate, retain or dispose of a pupil's property as long as is reasonable in the circumstances. These include prohibited items such as knives, alcohol, drugs, pornography etc.

Classroom Organisation

The organisation of a classroom can minimise disruption. All staff need to be vigilant at changeover of lessons and be ready to receive pupils at the correct time, as this facilitates an ordered and settled start to the lesson. Within the classroom it is important to consider how to minimise disruption with some groups or individuals. Thus it may be more helpful for staff member to move to pupils rather than for them to come to staff. By having the appropriate resources available prior to the start of the lesson avoids unnecessary delay and potential conflict. Pupil's self-concept increases by improving self-esteem and self-image through achievements and success. Display of pupils work is an important element in helping this.

Lesson Content

Lessons need to be well planned and effectively differentiated so that pupils understand what they are required to do, how to do it and when they have succeeded. Teaching and learning styles should be flexible enough to support pupils whose behaviour may fluctuate. At times it will be necessary for staff to demand conventional and orthodox learning styles such as pupils sitting individually, separated from others and learning to raise hands for help or to contribute. At other times staff may wish to help pupil development by group work, paired work, asking pupils to find out information from places outside the classroom. For some SEMH pupils less structured methods may offer risk. Nonetheless pupils must be offered the chance to develop their skills.

Lively and stimulating teaching also promotes good behaviour particularly when the work is well matched to their abilities. The Hexagonal Approach to Teaching and Learning helps to develop enhanced classroom practice and pedagogy. The school has a teaching and learning policy which builds on this.

Many pupils in school have created difficult behaviour to mask their inability to cope with the curriculum. Others have failed to learn because of their behaviour and so do not have the skills to access the curriculum. Differentiation and a balance of supported and independent work is completed and implemented by individual teachers.

Interventions in the classroom

There should be a strong emphasis on giving praise and positive feedback for both work achieved and good behaviours. By giving even attention and encouragement to all pupils and by reinforcing co-operative working, pupils will be motivated. Reprimands initially need to be as private as possible. At times it may be necessary to confront pupils but staff should show sensitivity and allow pupils space and opportunity to change behaviour without losing face. Staff need to reinforce the general local procedure, which is that pupils may take time out literally or metaphorically, but on the understanding that work will be made up. All pupils need to know this. Unacceptable behaviour such as verbal and physical abuse should not be tolerated and pupils should be asked to leave the classroom, accompanied by the class TA to ensure that they are safe and that they have the opportunity to discuss and reflect on their incident/behaviours. Whenever possible, work from that lesson will be provided for the pupil to complete whilst working 1:1 with the TA.

There should be an agreed time out room/place that pupils are required to go on such occasions. The pastoral support room at Kingsgate School is used for set periods of time for pupils whose behaviour is too disruptive and prevents others from learning. All classrooms can have access to a two - way radio and any issues where further support is required can be requested. If a pupil fails to complete a reasonable amount of the set work, they may be required to complete that work at break, lunchtime or after school.

The catch up process is explained to all pupils and parents/carers at initial interview so that they can support the school by allowing us to work with pupils and address the issues on the same day as the incident occurred.

Consequences

It is also made clear to pupils that there are consequences to failing to present and sustain appropriate behaviours:

- They will make up any lessons/work that they have missed in their own time
- That there are always consequences for our actions – both positive and negative and we have to accept responsibility for what we do and say
- They may have to work away from other people in order to reflect and focus
- That they may not enjoy some of the rewards available for positive behaviours.
- That verbal and physical abuse is a form of bullying and whether aimed at staff or other pupils neither will be tolerated

Positive Handling

The School follows the LEA and national guidelines on positive handling and uses the Team Teach Model; a recognised intervention strategy which promotes de-escalation, diversion and diffusion to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline both in the classroom or elsewhere (including school trips). All staff are given training and refresher courses at regular intervals.

All parents, carers and pupils are informed of our policy at initial interview.

There are occasions when pupils are putting themselves or others at risk of harm and as a last resort physical intervention has to be employed.

The Team Teach Model can involve the positive application of force to overcome moderate resistance, guiding and directing a person's free movement. The paramount purpose of this application should be to safeguard the person, other people or prevent significant damage to property. Each PH incident follows the principle of minimum force, least intrusive and least restrictive for the shortest amount of time.

The overriding principle adopted by the school relating to positive handling is that the best interests of the child takes precedence over every other consideration. The physical techniques that have been developed and which are employed in the school rely on biochemical efficiency rather than physical force. This ensures that no party suffers injury or are subjected to extreme discomfort or pain. The School does not plan to effect ground holds.

Protocols are in place in Positive Handling practice that reduces the length of time that physical interventions are applied by offering choice at regular intervals. Often the introduction of a new, uninvolved person serves as a positive turning point, where the perceived or real focus of anger is removed.

As soon as possible following a significant event, parent/carers/care staff are informed by a staff member of staff and where the antecedent, behaviour and consequences are discussed.

An incident form is completed immediately following any incidence where aggressive or violent behaviour has occurred. This form is available for inspection by the child's parent/carer should they wish to do so.

Each completed form is seen and signed off by the Head Teacher, SLT members and then held centrally. These forms are analysed termly to identify key issues and to address what strategies can be amended or introduced to reduce PH incidences.

The overriding focus of Kingsgate School is to always look to **reduce the number of physical interventions** through empowering the pupils to successfully manage their emotions in more appropriate ways.

Bullying

Bullying is a form of disruptive behaviour whose effects can be long-term and deep rooted. It can take various forms from name-calling, teasing and physical abuse to intimidation, extortion and serious physical assault. Racial and sexual harassment are particularly insidious forms of bullying. There is a separate policy on Anti-bullying as well as a clear complaints procedure for pupils.

Exclusions

Exclusion from school is a legitimate last resort for pupils who seriously fail to work within the accepted framework of discipline. It is not considered as a sanction for pupils at Kingsgate School but to give the pupil concerned the opportunity to reflect on their behaviours and/or the school the chance to put alternative strategies and arrangements in place in line with the school's Safeguarding Policy. In some cases it is necessary to protect others.

The school only uses exclusion either in cases of severe breaches of behaviour or as a last resort when a variety of other intervention and support strategies have been tried and failed. It

is important to be seen to be fair and to allow pupils a realistic return to school so that they have the opportunity to move forward from their previous misdemeanours. During the time of exclusion work will be arranged for the pupil.

Any pupil who has had fixed-period exclusions and is thought to be at serious risk of further exclusion should be included in their IEP (Individual Education Plan), specifically addressing what measures are in place to reduce the risk of further exclusions. This is to be implemented during the first re-integration meeting held with members of senior management and relevant tutor.

This is a school-based intervention to help individual pupils better manage their behaviour, and it should involve other agencies where appropriate.

It should:

- Set clear targets for improved behaviour, within a fixed timescale.
- Detail strategies to support the pupil to meet the targets.
- Identify rewards for meeting the targets.
- Identify sanctions that will be applied if the targets are not met.

Parental Links

Once a pupil is enrolled in the school, parents/carers are contacted on a regular basis, ideally daily, to report positive occurrences and to work collaboratively with parent/carers on concerns. A weekly copy of each pupil's points sheet, reflecting both behaviour and academic grades, is sent home. Pupils are encouraged to share their achievements with parent/carers by taking home awards and items made in school.

Parent/carers are also encouraged to come into school whenever they feel there is an issue that they wish to raise, there are termly formal opportunities for parents/ carers to meet with the teaching staff at the school to discuss progress and concerns.

Training and induction

All new members of staff are fully inducted into the ethos and procedures of the school. Since Kingsgate School is a small school, induction for new staff will be on an individual basis but support and training will be discussed and organised by the SLT.

Training is linked with the member of staff's Performance Management targets and career aspirations, through Continuous Professional Development and the Schools Development Plan.

Summary

The ethos of the school is central to establishing and maintaining high standards of behaviour. The staff group work hard to agree clear priorities and consistency.

By clearly setting out to pupils what is expected of them, pupils will be able to operate in a clear framework of what is acceptable in terms of behaviour attitude and activity. Staff set an example

to pupils, both in the quality of their work and their high standards and expectations for themselves and their pupils. They also treat each other and the students with respect.

Kingsgate School continues to evolve and develop. We constantly assess, evaluate and put new procedures into practice. If we are to succeed in delivering a high quality education we accept that we must be prepared to change and to adapt. This is perceived as a strength of the school.

We will continue to hold high expectations of pupils so that acceptable standards of behaviour are nurtured and developed in an empathetic and supportive educational environment that allows pupils to achieve academically and maximises their life chances.

Written Statement on Behaviour Principles

This statement has been drawn up in accordance with the Education and Inspections Act, 2006 and DfE guidance (Behaviour and Discipline in Schools, 2012).

The purpose of this statement is to provide guidance for the Head Teacher in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of SLT, staff and parents for the children in school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the SLTs support when following this guidance.

This is a statement of principles, not practice; it is the responsibility of the Head Teacher to draw up the school's behaviour policy, though he must take account of these principles when formulating this. The Head Teacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Head Teachers and staff.

Principles:

- The SLT believe that high standards of behaviour lie at the heart of a successful school that enables (a) all its children to make the best possible progress in all aspects of their school life and work and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.
- All children and staff have the right to feel safe at all times in school. There should be mutual respect between staff and children and between each other. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
- All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act 2010). To this end the school has a clear and comprehensive Anti-Bullying Policy that is known and understood by all, consistently applied, monitored and where appropriate, incidents recorded. Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are clearly set out and regularly monitored for their effective implementation.
- The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students is laid out in the Behaviour Policy and made known to all staff.

- Parents / carers are encouraged and helped to support their children's education, just as the children are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school.
- The School Rules are clearly stated in the Behaviour Policy and Local Procedures. These set out expected standards of behaviour, and are displayed in all classrooms and other, relevant parts of the school and shared with and explained to all children. The SLT expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.
- SLT would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These are made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.
- Sanctions for unacceptable / poor behaviour should be known and understood by all staff and children and consistently applied. The full range of sanctions are clearly described in the Behaviour Policy so that children, staff and parents can understand how and when they are applied.

The SLT must be satisfied, in all situations arising, that the measures proposed by the Head Teacher are lawful and that staff and children know that sanctions can be applied in these circumstances.

September 2018