



# Behaviour Policy

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## Behaviour Policy Agreement

Date written	May 2017
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# Highfield School Behaviour Policy

Date of publication: May 2017

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# 1. Highfield School Behaviour Policy

Highfield School recognises that Article 28 'The right of every child to a good quality education' and Article 19 'All children have the right to be protected from danger' from the UN Convention of the Rights of the Child.

It is a primary aim of Highfield School is that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure so that people can work together with the common purpose of helping everyone to learn.

## **Aims and Values:**

Highfield School is a School:

- Where everyone feels safe and happy at school.
- Where good behaviour is encouraged and celebrated
- Where everyone works happily together
- Where all members of the school community can develop their full potential
- Where everyone treats each other politely and with respect.

## **The Highfield School Rules:**

We believe there are some simple rules that provide guidance for everyone in achieving these aims.

These are:

1. **Ready** to learn
2. **Respect** for everyone
3. A **safe** school for our community

These rules will be on display in each classroom and reminders will be given to pupils in an appropriate way.

## 2. Strategies for Supporting Behaviour

### Introduction

**All behaviour is meaningful communication.** Pupils on the autistic spectrum and with a variety of other additional needs may exhibit behaviours which reflect these needs or understanding, therefore all strategies need to be appropriate to the understanding of each pupil. All staff need to recognise that the pupil's behaviour may be caused by a range of issues that they may not have the ability to express. Emotional upset or distress, physical discomfort e.g. thirst, hunger, becoming overheated or pain; or sensory overload e.g. noise, light, temperature are all possible triggers that would need to be explored.

### Practical Strategies to support Positive Behaviour:

Staff to take every possible opportunity to praise good behaviour both verbally and non-verbally and when appropriate praise pupils' who model expected behaviours.

Communication should be at a level which is understood by the pupil and enables them to express themselves in an individual way. Consider how best to support pupils understanding and when necessary seek guidance from Speech and Language Therapist.

The curriculum should provide opportunities for pupils to develop self-esteem, confidence and understanding of theirs and others emotions.

Focused learning: make tasks achievable; ensure clarity and consistency of expectations and communication re: Teaching and Learning Policy.

Promote positive relationships between all members of the school both pupils and staff.

Use Behaviour modification systems as appropriate e.g. Traffic lights, visual reward systems, self- assessment and individual behaviour targets and behaviour plans where necessary.

Due to the highly diverse nature of our pupils all teachers will need to use an appropriate class based reward and behaviour strategies, and sometimes adapt these to the individual's needs.

Some pupils will have an Individual Pupil Risk Assessment (IPRA) and this works alongside the Behaviour Plan. This will identify the specific behaviours which need support, possible triggers and agreed strategies to support the pupil's behaviour. Plans will be written in consultation with parent/carers. Where a pupil's behaviour continues to give rise for concern the Class teacher will seek further guidance and support from the Lead Practitioner or Behaviour for Learning Mentor. At Team meetings, Supervision meetings, Governor meetings or SLT meetings, staff will have identified pupils whose behaviour gives cause for 'serious concern' and actions taken to support pupil. Where identified, these pupils will have additional paperwork where there has been an in-depth behaviour analysis and plans will reflect a team approach both working in School with parents/carers and all outside partners who support the pupil and family.

### School based Reward Systems

The school will use reward systems as appropriate and with the agreement of the Senior Leadership Team. The following may be considered on a class by class or whole site basis:

- Smiley Faces - adapted as required.
- Certificates and stickers to promote good behaviour.

- Star of the Week
- Weekly Celebration Assembly
- Headteacher's WOW Wall:

All rewards must be given fairly and not based on 'favourites' or 'special rewards' (e.g. sweets given to individuals)

Staff to encourage co-operative playing; unacceptable behaviour will be reported to the class teacher and where necessary recorded via CPOMS.

Serious misdemeanours must always be recorded via CPOMS ensuring that the time and date of the incident are correct as well as the trigger, people involved, interventions used and by whom. In exceptional cases where a physical intervention is used this must be in compliance with the Care & Control policy and recorded accurately and immediately.

Parent/carers are informed of achievements through DoJo, home school diaries, Personalised Learning Profile meetings, and the Annual Review process as well as through regular phone contact. If behaviour at home is giving cause for concern, applicable support and guidance will be given. The school has a range of help available with specialist trained staff, Parent Support Advisers and Behaviour for Learning Mentors.

### **Educational Visits and Educational Trips.**

If for any reason a pupil's behaviour poses a health and safety risk the pupil will not go out of school - see guidelines for Educational Visits. Exclusion

This is only considered in extreme circumstances and will be only processed as a last resort by either the Headteacher or a representative. Permanent exclusion, whilst a possible option, will only be considered in the most exceptional and extreme circumstances. The appropriate route for a pupil with an EHC Plan is to call a review and identify additional supports or an alternative placement.

Exclusion procedures will comply with current guidance, both locally and nationally.