



HIGHSHORE SCHOOL BEHAVIOUR MANAGEMENT POLICY

Rationale

Highshore School seeks to create a school environment which encourages and reinforces positive behaviour and mutual respect for all. The School acknowledges that if pupils and staff feel safe and secure this will have a positive impact on teaching and learning.

Highshore also recognises that difficulties in managing behaviour or understanding social interaction or norms may form an intrinsic aspect of some SEN. Through positive management strategies, the curriculum, individual education plans and behaviour management plans all pupils, whatever their disability, are supported to access all aspects of the school community.

Aims

- To provide a safe and secure environment for all
- To promote the positive behaviour of all pupils
- To support the positive participation of all pupils, whatever their disability, to all aspects of school life.

Objectives

- To create a safe, secure effective learning environment for all members of the school community.
- To create a holistic and whole school approach to behaviour management, which encourages and reinforces positive behaviour.
- To approach the management of behaviour in a positive, 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-management and positive relationships.
- To plan and implement individual behaviour management plans (BMP's) for pupils for whom behaviour management 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 highly -trained staff team that has specific knowledge of specialised strategies to support and manage inappropriate and severe challenging behaviour.
- Where and when required, identify specific behavioural management support plans within PCP / EHC meetings and IEPs.

School expectations

Highshore has a central role to play in supporting the pupils' social, emotional and moral development just as it does in their intellectual development. Highshore also takes into consideration that each pupil brings to school a wide variety of behaviour patterns based on their stage of development, special educational need and experiences. At school our expectations of behaviour are based on the basic principles of mutual respect, consideration, caring and responsibility for oneself and others and honesty. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos

All school staff have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other. As adults we aim to:

- Create a positive and calm atmosphere
- Emphasise the importance of being valued as an individual within the group. Promote, through example, respect for others, courtesy and fair treatment for all regardless of age, gender, race, culture, religion, ability or disability.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure, acknowledge and celebrate the achievements, efforts and contribution of all.

The Curriculum and Learning

Highshore believes that a structured curriculum that meets pupil's needs, contributes to positive behaviour. In addition, specific aspects of the curriculum will support the development of communication, social interaction, and personal and positive behaviour skills. These are practiced in a range of learning situations. Specific behaviour management plans for individual pupils will be identified through IEPs and behaviour management plans (BMPs). Additional expertise will be sought from appropriate multi-agency professionals and parents/carers to ensure a consistent approach to the pupils' learning and behaviour management. Additional support will be obtained to extend the knowledge and expertise of all, e.g. educational psychologist, CAMHs, educational consultants and other relevant professionals.

Classroom Management

Highshore believes that classroom management, routines and teaching methods have an important influence on pupils' behaviour. The classroom environment may be designed to support positive behaviour and give clear messages to the pupils about the extent to which they and their efforts are valued and the rules they are expected to follow. Classrooms should be organised to support pupil access to learning, on-task behaviour, alternative appropriate social and interactional skills and independence. Materials and resources should be arranged to aid communication, understanding, and accessibility and reduce anxiety, uncertainty, frustration and disruption, e.g. object/picture timetables or TEACCH schedules. A sensory diet might be appropriate for particular students who find it difficult to attend for extended period of time. Transition from activity or area of the school may cause particular anxiety for some pupils. Additional tactile, visual or auditory aids may support them and decrease inappropriate behaviour. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should reflect differentiation and support active participation. Lessons should aim to develop the skills, knowledge and understanding that will enable the pupils to work, play and socialise in co-operation with others. Where appropriate, specialised teaching and learning approaches, styles and structures will be incorporated within pupils individual education plans.

Rules and Procedures

Highshore's rules and procedures are consistent and clear. The following principles underpin the formation of rules:

- They will be kept to a necessary minimum.
- They will be positively stated, telling/showing the children what to do rather than what not to do.
- Everyone will be actively encouraged to take part in the development of the rules.
- Rules and procedures will have a clear rationale, which is made explicit to all
- Rules and procedures would promote the idea that every member of the school community has responsibilities towards the whole.
- Rules should ensure the safety of the pupils themselves and others and support a learning culture.

Rewards

At Highshore we aim to recognise and celebrate good behaviour. Our emphasis is on rewards to reinforce appropriate rather than inappropriate behaviour. Rewards for individual pupils will vary. Appropriate motivating rewards for individual pupils will be identified through observations and staff discussions. Rewards may be immediate or delayed, basic or complex and may need to be changed frequently to maintain their motivational value. Some examples of rewards are: an object or activity, privileges, verbal and nonverbal praise, stickers, tokens, whole class reward schemes, daily or weekly nominations related to good work or behaviour, achievements celebrated in a school assembly, special certificates and staff telephoning parents.

Consequences

Although the School sees rewards as central to the reinforcement of appropriate behaviour, realistically there is a need for pupils to develop an understanding of the consequences of their actions. This may involve sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. The use and type of consequences applied will depend on the individual needs of the pupils and their level of conceptual development. In general appropriate sanctions will form part of the overall management plans for individual pupils and may include removal of adult attention through tactical ignoring of inappropriate behaviour, disapproval of inappropriate behaviour or withdrawal of privileges. For pupils who have individual programmes the management of inappropriate behaviour will be clearly set down in their BMPs and agreed, in writing, by everyone concerned with the care and education of the pupil. At all times it should be the inappropriate behaviour, not the person that is identified. Where necessary other consequences may include loss of free time (i.e. breaks), isolation from class group (internal exclusion) and, in serious situations, external exclusion

Communication and Parental & Multi-agency Partnership

Highshore gives high priority to two-way communication within the School and to a positive partnership with parents/carers since we believe that these are crucial in promoting and maintaining positive behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns and of the steps which are being taken to support them. The key professional in this process of communication is the class teacher who has the initial responsibility for the pupil's welfare. Early warning of concerns should be communicated to the senior management team.

When specific behavioural management strategies are to be introduced it is the responsibility of the class teacher to inform everyone at a staff meeting so that all staff may implement a continuity of approach.

Procedures for the Management of Inappropriate Behaviour

Any concerns regarding behaviour must be reported to the appropriate staff (Line Manager). Consultation will then occur with Senior leadership team to identify possible strategies to be

implemented. The Head teacher must always be kept informed at all stages of the procedure.

- Observation schedules will be implemented to identify possible functions or reasons for behaviour. Support will be requested from other professionals if required.
- Intervention programmes will be produced, agreed, implemented, monitored and reviewed on a regular basis by all parties concerned. Parents/carers will be invited to take an active role in discussions and if appropriate, practical implementation of any behaviour programmes within the home situation.
- Records will be kept by the class teacher of the frequency of inappropriate behaviour and the impact of intervention programmes. Records must also be maintained if harm occurs to the pupil, others or property on an incident/accident form and written in the incident/accident book. Where incidents are very frequent, records will be kept within the classroom on a daily basis.
- Monitoring and evaluation of behavior programmes is the responsibility of the class teacher.
- It is sometimes necessary to restrain a young person to prevent them harming themselves or others
- Highshore follows the Team Teach positive handling approach. If a young person needs physical restraint this will be for the minimum period possible. Every incident will be recorded in the bound and numbered book kept in the school office.
- Physical management of behaviours will only be used as a last resort, as part of the pupil's overall BMPs and implemented by staff trained in Team Teach (Please see school policy on the use of physical intervention)
- The School will maintain its Team Teach accredited status by providing regular training for staff in line with legal requirements.

Policy Review

This policy will be reviewed annually by SLT. Where appropriate, review will include consultation with staff and governors.

Kevin Claringbould
Reviewed and updated October 2019

Governors' signature: 

Date ratified: 