



Portesbery School

Surrey County Council School for Children with Severe Learning Difficulties and Autistic Spectrum Disorders

May 2008

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Behaviour Policy

The Behaviour Policy must be published and circulated to all pupils, parents and staff at least once a year. The policy will be simplified and symbolised for the school council pupils to agree, this is incorporated as appendix 1.

Philosophy

(We believe that)

- We are committed to ensuring the welfare of all pupils, and to ensure there is no bullying or discrimination. Therefore promoting the welfare of pupils and good relations across the school community, encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils is paramount.
- That communication is pivotal to developing each child as an individual and to develop his/her potential to the fullest. We need to be especially aware of the communication needs of children who require individual, special support for behaviour. Vulnerable pupils, including looked after children, children with SEN, physical or mental health needs, will receive support according to their need.
- It is vital to develop a wide range of strategies to enable all pupils to behave well and in particular help provide pupils with the best opportunity to manage and improve their own behaviour.
- It is also vital to develop the strategies to use when pupils misbehave.
- All school partners should be consulted on, and informed of the behaviour policy of the school.
- The school must promote equality in all its forms, and be committed to improving outcomes for all pupils. be committed to eliminating all forms of discrimination, harassment and bullying

Principles

(We therefore intend to.....)

- Create a positive school ethos and promote effective learning through:
 - clearly stated expectations of what constitutes acceptable behaviour
 - effective behaviour management strategies
 - processes which recognise, teach, reward and celebrate positive behaviour
 - processes, rules and sanctions to deal with poor conduct
- help pupils to develop strategies for communication and making choices
- Develop a consistent approach to behaviour management which encompasses: teaching and learning, school leadership, classroom management, rewards and sanctions, behaviour strategies and

the teaching of good behaviour, staff development and support, pupil support systems, liaison with parents and other agencies, managing pupil transition, organisation and facilities.

- Ensure staff are clear about: who is empowered to impose sanctions and the importance of taking account of pupil characteristics such as SEN and disability, when applying the behaviour policy.
- encourage the development of trust and good relationships between staff and pupils
- raise pupils' self esteem and help them to develop a positive self image
- provide pupils with opportunities to manage and improve their own behaviour

Procedures

(This will be managed by.....)

- Developing a whole school 'code of conduct', using the following strategies to support this school ethos: providing opportunities for pupils to work in pairs or small groups in order to develop the skills of co-operation and negotiation, using role play in drama sessions to explore potential areas of conflict for, and between, pupils or pupils and staff /parents /carers, provide pupils with opportunities for positive interaction with others in school and in the wider community, encourage pupils to value the contributions of their peers, develop pupils abilities to evaluate their own behaviour and work.
- Promoting and rewarding good behaviour through the use of praise, general reward systems (stickers, hands and certificates) and rewards that are very specifically determined by what is motivational to individual pupils. This could lead to pupils choosing their reward prior to starting their task / lesson. School will liaise closely with parents and raise their awareness of the importance of positive approaches and rewards, as well as recognising good behaviour at home in the school setting. In addition the school often uses Social Stories (that describe to pupils what the usual, socially acceptable behaviours in a particular situation are, so that they can become more explicitly aware of what is expected of them.) and Symbolised Visual cues and reminders.
- Training to develop staff in communication and behaviour management skills.
- Using the statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct. All teachers and other staff in charge of pupils have this power to discipline.
- The class teacher discussing concerns about the pupil with the classroom staff, this includes any behaviour that constitutes bullying of another pupil, these concerns will be reported to the Head teacher and the Deputy Head teacher, the Head or Deputy will support the classroom staff .
- Safeguarding the interests of pupils against unfair or inappropriate punishments, the school wishes to ensure that disciplinary penalties must be reasonable, and take account of the pupil's age, special educational needs, disability, or any religious requirements.
- Using disciplinary penalties with three main purposes, namely to:
 - impress on the perpetrator that what he or she has done is unacceptable
 - deter the pupil from repeating that behaviour
 - Signal to other pupils that the behaviour is unacceptable and deter them from copying it.
 - In addition on occasion an action may be taken that is possibly perceived by the pupil to be a penalty – this action may be taken on the grounds health and safety either of the pupil themselves or the other pupils in the group.
- Giving pupils clear warnings of a permitted sanction before it is implemented. In reality the most commonly used sanction at Portesbery is the withdrawal of the reward that they have chosen to work for, or steps towards this ultimate sanction depending upon the pupil. We wish to clearly link to cause and effect, we are aiming to teach the pupil to have some understanding that their behaviour is unacceptable and therefore the sanction must be meaningful to them. Therefore sanctions must be administered on an individual basis.
- Distracting/ deflecting of pupils can sometimes be of use in potentially difficult or dangerous situations to very good effect.

- Using verbal reprimands that should not be defamatory or derogatory and should not condemn the pupil. These reprimands should also be non judgemental or related to particular standards of staff.
- Considering increasing supervision if there are specific times at which a difficult behaviour is occurring (reasons for this particular behaviour and the individual circumstances need to be considered and planned action taken to avoid the triggers)
- Using physical prompting that may be used to encourage an action or behaviour by a pupil (e.g. an accompaniment to verbal instructions) and this must be persuasive and not coercive
- Completing an analysis of challenging behaviour or behaviours causing concern and in consultation with parents an Individual Behaviour Management Plan (IBMP) will be drawn up by the Head/Deputy and classroom staff (+ any others closely involved) to design interventions that address the behaviour(s). This helps all those working with the pupil to be consistent in their approach which is often the key to developing understanding.
- Consulting with parents and asking them to agree the IBMP. Developing very detailed Individual Behaviour Management Plans that support the pupils who have them to learn how to behave – assessing risks, detailing long term aims, strategies to achieve these and interim interventions that may be needed in the meantime.
- Reviewing and monitoring the programme at appropriate intervals.
- Making further referrals to professionals if necessary
- Describing Physical Interventions within these plans. Physical interventions are used as a last resort. Please see discrete policy on Physical Interventions.

Performance

(We can monitor performance by.....)

- Head Teacher monitoring of classroom teaching and recording the effective use of communication and positive behavioural strategies.
- Recording evidence of and celebrating good behaviour through the award of stickers, hands assemblies, displays of certificates etc.
- Monitoring of the school development plan by governors particularly those responsible for the priority need and communication targets.
- Annual review targets.
- The Head monitoring IEP targets and forwarding them to the parents for their comments.
- Reports to governors
- School self evaluation strategies
- The Head reviewing the IBMP at the Annual review
- Class teacher monitoring the consistent implementation of the IBMP by all class staff and the recording of incidents of behaviour and analysing the data collected to identify whether strategies are being successful.
- The Head/Deputy reviewing the IBPM with class staff
- The supporting Extended learning at Home (SELAH) co-ordinator