



Behaviour Policy

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Philosophy

Kingfisher School believes that a school 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 and self-awareness, confidence in individual abilities and good manners. Pupils are supported to understand the impact of their choices, both positive and negative, on themselves and others. They 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 and maintain 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 Kingfisher School 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, however we recognise that sanctions may be a necessary element in some 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.

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.

Stage appropriate, rather than age related, strategies will be employed to support pupils in our setting. This can be strategies such as distraction and refocus, rather than sanctions.

Behaviour data is shared and discussed 6 times per year at the Local Governing Board meetings.

Zones of Regulation

Kingfisher School uses Zones of Regulation to support emotional regulation and therefore positive behaviour management. Pupils work together with staff members to understand and manage their emotions to ensure they are in a place where they are ready to engage and learn. Rooted in cognitive behavioural therapy, the Zones of Regulation is a framework that uses four colours—blue, green, yellow, and red—to help students identify their feelings and level of alertness. The curriculum also provides strategies to support emotional regulation.

Zones of Regulation supports learners to identify their feeling by matching a colour to them and therefore helps them to understand that all emotions have a place in their life. It provides support

to understand that as humans, we can't always be happy and that we need to have a structured approach to understand what we can do to get ourselves back in the 'green zone'. More about Zones of Regulation can be found here. [THE ZONES OF REGULATION: A SOCIAL EMOTIONAL LEARNING PATHWAY TO REGULATION - Welcome](#)

Environment

The classroom 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. At Kingfisher School we provide an appropriate stimulating environment that is suited to support the different needs of pupils and is conducive to promoting positive behaviour.

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 and each other 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 focus on and reinforce 'wanted' desired behaviours using reward systems appropriate to the pupil/student
- Will enable students to identify how they are feeling and develop their own personal strategies for managing a range of emotions through the whole school implementation of the Zones of Regulation. This will include modelling, labelling, and providing students with the appropriate time, space and resources to self-regulate
- 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 Plumes – 'Plans for Understanding My Emotions'

Exclusions

Whilst we endeavour to support our pupils to make positive choices and support those pupils who display challenging behaviours, occasionally there is a need to exclude a pupil for a fixed period of time. This is known as a Fixed Term Exclusion (FTE). This is usually as a result of a pupil causing harm to other pupils or staff member or where the pupil's behaviour is harming the education of others.

Parents will be informed by telephone by the headteacher, or Deputy Headteacher if the Headteacher is unavailable. A follow up letter will be sent and will be copied to the Chair of Governors, SEN Team, Educational Psychologist Service, OCC Exclusion & Reintegration Service and

Locality and Community Support Service (South). Other professionals that may be working with the pupil, such as the Behaviour Support Team, Social Worker or CAMHS will also be sent the letter. Parents will never be asked to have a child at home due to behaviour concerns without a Fixed Term Exclusion.

A Fixed Term Exclusion would usually result in the school requesting support from OCC Exclusion & Reintegration Service, CAHMS and the Behaviour Support Service if these agencies are not already involved with the pupil.

A decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

When there is a risk of Permanent Exclusion, the Chair of Governors will be consulted and a panel will be convened to consider the Permanent Exclusion. Please see [Exclusion Policy](#)

Further Details

Please see the staff handbook which will explain how to input behaviour incidents on the Management Information System.

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 [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- 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' [Reducing the need for restraint and restrictive intervention - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- DfES Reference LEA/0264/2003, 'Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties', September 2003-Propeller Website [download.asp \(thepropelleracademytrust.org.uk\)](http://thepropelleracademytrust.org.uk)
- DfE [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

All physical interventions are discussed at weekly SLT meeting to ensure that the intervention has been reasonable and proportionate.