

# BEHAVIOUR POLICY



Stepping Forward Together – Caring, Sharing & Aspiring

## Kettlebrook Short Stay School

### Behaviour Policy

| <b>NAME OF POLICY:</b><br>BEHAVIOUR POLICY         |                  | <b>FEDERATION</b><br>KSSS ONLY<br>BPRU ONLY                                |  | <b>POLICY NUMBER:</b> TLB1 |  |
|--|------------------|--|--|----------------------------|--|
| <b>EFFECTIVE DATE:</b> RATIFIED BY MC:<br>NOV 2020 |                  |  | <b>*REVIEW DATE BY SLT:</b> July 2021; 2022<br><b>REVIEW DATE OF POLICY BY MC:</b> JULY 2023 |                            |  |
| <b>AUTHOR OF POLICY:</b> S Harris                  |                  |  | <b>PERSON(S) RESPONSIBLE FOR REVIEWING/UP DATING:</b> S. Harris                              |                            |  |
| DATE OF CHANGE                                     | AUTHOR OF CHANGE | DESCRIPTION OF CHANGES   | PAGE NUMBER OF CHANGES   | NEW REVIEW DATE*           |  |
| Sept 2020  | S.Harris         | Updating the recording of incidents on Arbor not ABC sheets & ABC database | 4  | July 2021                  |  |
| Sept 2020  | S.Harris         | COVID19 Behaviour Addendum 4.6.20 – NO CHANGES                             |  | ongoing                    |  |
| Sept 2021  | S.Harris         | Behaviour pyramids simplified  | 10 and 14  | Septembe 2022              |  |
|  |                  |  |  |                            |  |
|  |                  |  |  |                            |  |
|  |                  |  |  |                            |  |





### **The Mission Statement:**

**All students to believe in themselves, realise their potential and achieve a successful social and academic future, which will sustain them throughout their lives.**

We strongly believe in our mission statement and it is embedded in the culture of our school on a daily basis. These values are shared with our students and modelled by our staff and visitors, which our students, in turn, believe in.

- We value everyone as individuals.
- We want to give each student different opportunities
- Empower them to succeed and achieve the success that they deserve.
- We learn how to trust people, by building good, positive relationships

The ethos of our school is also based on:

- Honesty, mutual respect and consideration
- Responsibility by all, for all
- Working in close partnerships
- Safe, secure environment
- Firm, fair and consistent code of conduct

## **The Setting**

All staff, students and members of the management committee are fully inclusive and recognised nationally IQM as a flagship school. We are a pupil referral unit for Key Stage 3 and Key Stage 4 students from five secondary schools and one special school in the Tamworth area. Students are referred through a District Inclusion Panel (the DIP) comprising representatives of these schools and other agencies. We provide individualised learning programmes for learners at risk of permanent exclusion, or who have been excluded, from mainstream schools due to behavioural, social and emotional difficulties. We also cater for students with medical conditions, young mums to be or need a different nurture based setting, some of whom require tuition at home. Many of our students have additional learning needs to their behavioural, social and emotional difficulties such as autistic spectrum disorders, speech and language difficulties and specific learning difficulties.

Pupils are divided into small groups broadly according to age. But within this framework there is flexibility to meet individual needs and their ILP outcomes.

## **Understanding Behaviour in Kettlebrook Short Stay School:**

'All behaviour is communication' is a key concept for staff and student interaction at Kettlebrook. We are a fully inclusive school with a huge variety of different needs. Staff recognise that some students are unable to, or are ineffective at, communicating with words. Our approach is based on the work of the Challenging Behaviour Foundation and their Positive Behaviour Support Plans.

Positive Behaviour Support (PBS) is an approach that is used to support behaviour change in a child or adult with a learning disability. Unlike traditional methods used, the focus is not on 'fixing' the person or on the challenging behaviour itself and never uses punishment as a strategy for dealing with challenging behaviour. PBS is based upon the principle that if you can teach

someone a more effective and more acceptable behaviour than the challenging one, the challenging behaviour will reduce.

PBS suggests challenging behaviours are learned, and so are open to being changed. PBS teaches alternative behaviour and changes the environment to support the person well. There is nothing wrong with wanting attention, to escape from a difficult situation, wanting certain items, or displaying behaviours which just feel good. PBS helps people to get the life they need by increasing the number of ways of achieving these things: for example, by developing communication skills and students start to take responsibility.

PBS helps people to learn new skills. For new skills to be used regularly, they have to be more effective than the challenging behaviour. We can make this happen by understanding the reasons people display challenging behaviour, and by making sure the new behaviours we want to teach are reinforced in the same way.

Behaviour and welfare is discussed in daily briefings.

Significant instances of poor behaviour are logged by staff who witness it on Arbor.

The image displays two side-by-side screenshots of the 'Log New Behavioural Incident' form in the Arbor system. The left screenshot shows the form with the following fields filled: 'Date of incident\*' is '15th Jun 2020', 'Students involved\*' is 'Mason-Lee Keeble (KSSS)', and 'Staff involved' is 'Samantha Harris (ASSISTANT HEADTEACHER)'. The right screenshot shows the form with 'Staff involved' as 'Samantha Harris (ASSISTANT HEADTEACHER)', a 'Location' dropdown, a 'Create as separate incidents' checkbox, an 'Add Physical Intervention' dropdown menu, and 'Cancel' and 'Next' buttons at the bottom right.

When the communication of a particular behaviour does not appear to clearly fall under one of the four 'function' categories of:

## Social attention    Escape/avoidance    Tangible    Sensory

or an alternative method of communicating does not immediately present itself, a Solution Circle may be used at the weekly staff meeting to formulate ideas to help the student communicate more effectively.

### Assessment of Needs

Pupil's learning and emotional needs are initially assessed during a two week induction to the school. This starts with a home visit by a member of the senior leadership team. Students with high medical or SEMH needs may then be allocated a home tutor. Those who are able to attend school begin with 1:1 tuition/assessment before being introduced to group learning.

Information is obtained from the student's previous or home school. This is made available to staff in the student Pen Portrait.

Provision is made for direct or indirect 1:1 support where necessary.

A Positive Behaviour Support Plan is formulated for each student by their Key Worker together with the parent/carer and the student. This forms the basis for student reflection, classroom management and individual behaviour targets. It is a working document that is reviewed regularly and discussed at Parent Review Days each half term.

#### Student: Joe Bloggs

| Support strategies<br>The things that we can do or say to keep the student in the green for as much time as possible.  | Behaviour<br>What the student does, says and looks like that gives us clues that they are calm and relaxed.   | Student self-support<br>What the student can do to keep themselves in the green for as much time as possible.  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Use calm, concise, gentle instructions</li> <li>Smile and nod</li> <li>Check understanding by asking him to repeat instructions back</li> <li>Check he is looking at you when giving an instruction</li> <li>Reword instructions if needed</li> <li>Break task down into very small chunks</li> <li>Give him one 'chunk' at a time</li> <li>Write the chunk down for him</li> <li>Lots of reassurance and praise</li> </ul> | <ul style="list-style-type: none"> <li>Smiling and nodding</li> <li>Not much talking</li> <li>Makes eye-contact with staff</li> <li>Sits down away from others</li> <li>Head and shoulders quite still and relaxed</li> <li>On task</li> <li>Asks questions relevant to the lesson</li> </ul> | <ul style="list-style-type: none"> <li>I will not bring sweets to school</li> <li>I will make eye-contact with staff when they speak to me</li> <li>I will indicate to staff when I do not understand</li> </ul> |

Green

#### Amber

| Support strategies<br>The things that we can do or say to stop the situation from escalating further and return the student to the proactive phase as soon as possible.   | Behaviour<br>What the student does, says and looks like that gives us clues that they are becoming anxious or aroused.   | Student self-support<br>What the student can do to self soothe and prevent the situation from escalating.   |
|---|--|---|
| <ul style="list-style-type: none"> <li>Gentle private reprimands</li> <li>Distract him with humour then redirect to task</li> <li>Check the status of his card (green/amber/red)</li> <li>Draw him into relevant discussion</li> <li>Explanation as to why his current behaviour is inappropriate and w</li> <li>Give him time to reflect on his behaviour</li> <li>Clearly defined sanction with clear time limit to comply</li> </ul> | <ul style="list-style-type: none"> <li>Big grin</li> <li>Talks loudly</li> <li>Looks around a lot</li> <li>Fidgetty or wont sit down</li> <li>Avoids the task.</li> <li>Becomes distracted</li> <li>Talks about things irrelevant to the lesson or situation</li> <li>Is over familiar with staff</li> <li>Ignores requests</li> </ul> | <ul style="list-style-type: none"> <li>I will tap my forehead and breathe deeply for 30 seconds</li> <li>I will display my yellow card</li> <li>I will wait in my seat until a member of staff can help me</li> <li>I will use the cards or a stress reliever to keep me calm</li> <li>I will keep my eyes focussed away from other students</li> </ul> |

**Red**

| Support strategies<br>The things that we can do or say to quickly manage the situation and to prevent unnecessary distress, injury and destruction.   | Behaviour<br>What the student does, says and looks like when they are challenging.  | Student self-support<br>Things the student can do for themselves to de-escalate the situation and self soothe.   |
|---|---|--|
| <ul style="list-style-type: none"> <li>Check the status of his cards (red/Yellow/Green)</li> <li>Let him know we are aware he is not calm</li> <li>Give him permission to stand or pace in the classroom for 1 minute (where possible)</li> <li>Give him permission to stand by the door with the door open for 1 minute</li> <li>Give him space</li> <li>Do not make any demands on him</li> </ul> | <ul style="list-style-type: none"> <li>Jumps to the wrong conclusions.</li> <li>Repeats the word 'no'</li> <li>Swears</li> <li>Shouts</li> <li>Paces</li> <li>Demands to go home</li> <li>Kicks doors</li> <li>Leaves the room</li> </ul> | <ul style="list-style-type: none"> <li>I will display my red card</li> <li>I will ask if I can stand/walk around the room</li> <li>I will focus on my breathing and tapping for 1 minute</li> <li>I will not engage in conversation with other students</li> <li>I will keep my thoughts to myself until I am calmer</li> <li>I will give all of my attention to becoming calm</li> <li>I will stay in the room</li> </ul> |

**Blue**

| Support strategies<br>The things that we can do or say to support the student to become calm again and return to the proactive phase.   | Behaviour<br>What the student does, says and looks like that tells us that they are becoming calmer.   | Student self-support<br>Things the student can do to help return to the green proactive phase.  |
|---|--|---|
| <ul style="list-style-type: none"> <li>Smile</li> <li>Indicate time is up and the seat (non verbally?)</li> <li>Offer to help with task</li> <li>Offer more time to sit in seat calming down without doing task</li> <li>Make no demands</li> <li>Praise him for self soothing</li> </ul> | <ul style="list-style-type: none"> <li>Asks for help/advice</li> <li>Very polite</li> <li>Voice is quiet and calm</li> <li>Stood still or sat</li> </ul> | <ul style="list-style-type: none"> <li>I will sit in my seat without being asked</li> <li>I will turn my card back to amber when I am ready for staff help/advice</li> <li>I will 'stay in my bubble'</li> <li>I will start work again once I am calm</li> <li>I will listen carefully to instructions</li> </ul> |

With the help of their Key Worker students choose one behaviour from their PBSP to work on. The behaviour targets indicate how school staff can support the student to communicate more effectively as well as giving the student some responsibility to help themselves.

**TARGET**

Name A. Student \_\_\_\_\_ Key Worker: S Harris \_\_\_\_\_ |

Date target set 1.07.2020 \_\_\_\_\_

**Target Behaviour I want to change:**  
Being late to lessons

**Behaviour I want to encourage:**  
Being punctual to lessons

**To help myself I will:**  
Just stop talking and go

**To support me please:**  
Stand and watch without speaking to me if you see me in a corridor

I (student) agree to do my best to improve my behaviour by following this plan \_\_\_\_\_

I (parent/carer) agree to support my child in improving their behaviour \_\_\_\_\_

We (key worker/TA) agree to support this student in improving their behaviour \_\_\_\_\_

Review Date \_\_\_\_\_

**Review Comments:**

## Code of Conduct

### The Basics

Students will arrive on time for school.

Students will dress appropriately.

Students will hand in all valuables ( including money/mobile phone(s)/cigarettes/lighters/vaping equipment/keys etc)

Students will remove their outdoor coats /jackets on arrival to school and hand to a member of staff to be hung up safely.

It is recommended that personal belongings of high value be left at home.

If they are brought into school they do so at their own risk. Kettlebrook does not accept responsibility for loss or damage to these items.

### Learning

Students created three classroom rules. These are displayed in every classroom.

1. **"Staff and students have the right to complete their work in a positive atmosphere"**

This means:

Arriving in class on time

Staying in the room (not walking in and out of classrooms)

No shouting or swearing

No messing with random stuff

Listening to staff instructions

Following staff instructions

Completing work set to as high a standard as they can

2. **"Staff and students have the right to feel respected"**

This means:

Using positive, polite language

Waiting patiently in class for adult attention

Keeping negative comments in their head

Keeping their hands and feet to themselves

Working at home/after school on homework assignments to improve their grades

Accepting the consequences of their actions

### **3. "Staff and students have the right to feel safe"**

This means:

Walking sensibly around the building

Not smoking in front of the school

Not dropping litter anywhere in school or nearby

No barging into places they shouldn't be

No kicking doors, punching cupboards or walls

Looking after school equipment

#### **Uniform**

- Students are not required to wear a school uniform.
- Clothing should cover flesh except for arms, hands, head and neck.
- Outdoor wear to be handed in (including hats, gloves, coats, heavy jackets etc).

*PE kit is encouraged to be worn especially during our PE/Sport lessons, but there are no formal changing facilities.*

#### **STEP**

Students are monitored in four simple expectations each lesson.

S - Stay in the room (Home tuition: Sat at the table ready to work)

T - Complete the tasks set

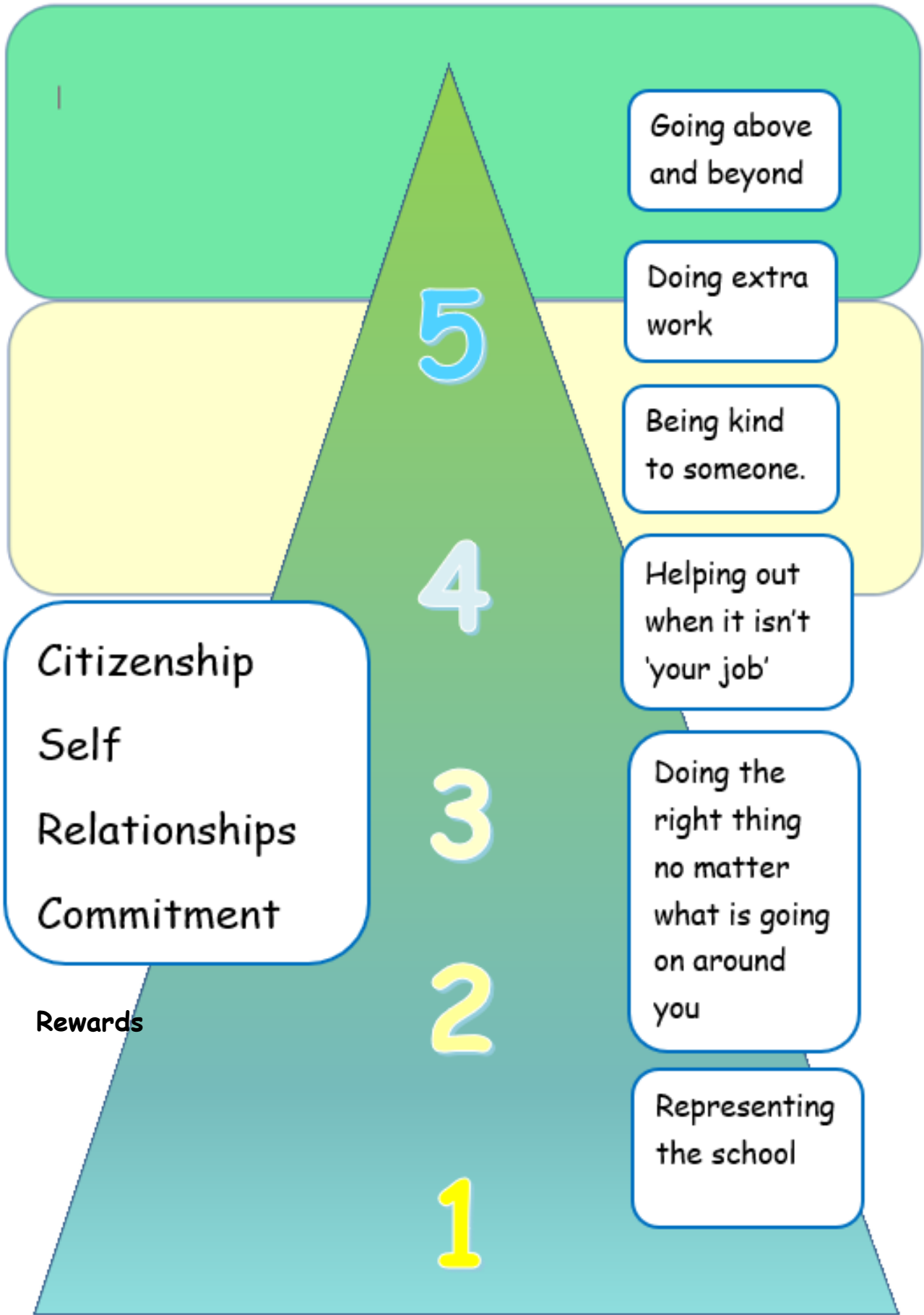
E - Be respectful of equipment and others

P - Be polite to all

These four attributes are the minimum they will need to continue with a successful life after Kettlebrook. For this reason STEP underpins everything we







Going above and beyond

Doing extra work

Being kind to someone.

Helping out when it isn't 'your job'

Doing the right thing no matter what is going on around you

Representing the school

5

4

3

2

1

Citizenship  
Self  
Relationships  
Commitment

Rewards

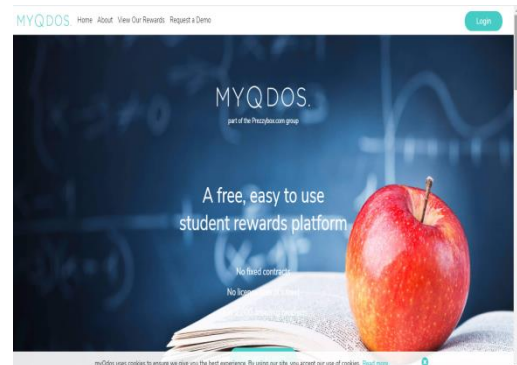
We are aware that motivation for change may be different for each of our students. For this reason we have incorporated a variety of reward systems that include both formal and informal, private and public recognition.

We have introduced an achievement Pyramid that details the sorts of thing students could be rewarded for.

STEP forms the bottom tiers but there are two bonus tiers which students can aspire to for extra rewards.

### **Learn2earn**

Students can earn up to a maximum of 100 credits per week to spend in the MyQdos online shop. Credits are awarded for STEP, punctuality, attendance and uniform.



Up to 200 extra credits can be awarded at the discretion of any of the staff, including office staff, for work or behaviour.

They can access the Shop from home or in school to reserve or buy items and see how their credit count compares with others.

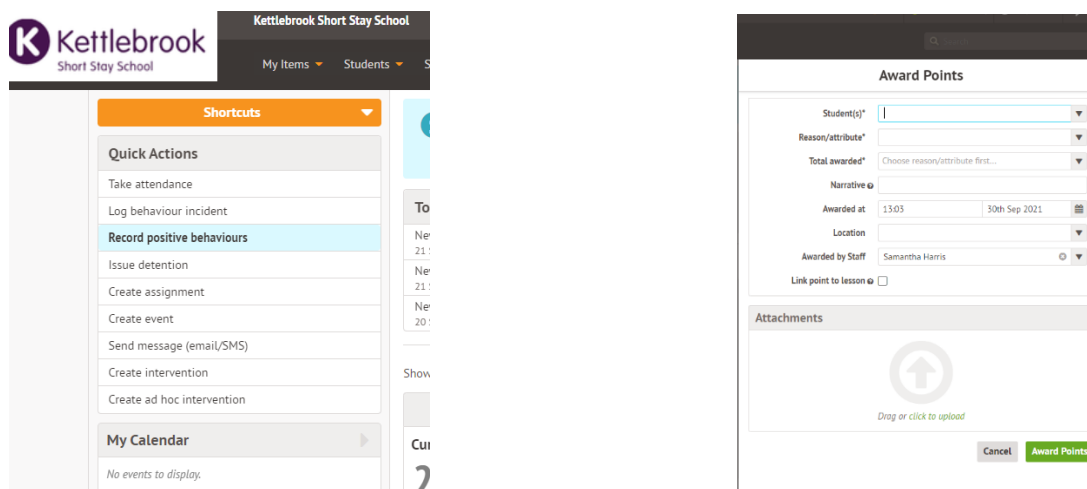
There are over 2000 products to choose from ranging from small items worth 50 credits to larger ticket items they can save up for over a period of weeks. Once an item has been ordered it is given to the key worker to present in tutor time thus giving the student total control of the reward.

### **Raffle tickets**

All staff can give a student raffle tickets either during a lesson or in social time. These can be for a positive attitude, helping out, showing compassion, opening a door for someone to pass or something else that warrants praise. Students put their name on the ticket and place them in a box. There is a draw at the end of each week in celebration assembly and a small prize is given to the winner. Every student has a chance to win even if they have had difficulties over the week.

## The Good Stuff

Staff are able to record the positive behaviours, kind actions and resilience of students on Arbor. These are printed out each term and given to the students and parents during the Progress Review Day. PRD allowing parents/carers and their child to share in the reward of praise over time.



The image shows two screenshots from the Arbor system. The left screenshot displays the 'Kettlebrook Short Stay School' dashboard with a 'Shortcuts' menu. The 'Record positive behaviours' option is highlighted in blue. The right screenshot shows the 'Award Points' form, which includes fields for 'Student(s)', 'Reason/attribute', 'Total awarded', 'Narrative', 'Awarded at' (with a date picker set to 30th Sep 2021), 'Location', and 'Awarded by Staff' (set to Samantha Harris). There is also a 'Link point to lesson' checkbox and an 'Attachments' section with an upload icon.

## Postcards Home



In order to reward academic progress subject leaders chose a student they believe to have made the most progress or effort in their subject during that week. Cards are posted home on a Friday. IN this way the parents/carers and their child can share at home the recognition of academic success.

## Celebration Assemblies

There is an assembly each Friday where students and staff come together to celebrate their academic and pastoral achievements. The raffle is drawn and any certificates or trophies are presented. These include pastoral, academic, attendance, punctuality and community successes. At times it will also include the celebration of students moving to another school or into post 16 provision.

## Trips

Key workers or subject leaders may wish to reward a few students by taking them out. Trips can be anytime but tend to be at the end of a term or year to somewhere of interest such as The Monkey Farm or an Art Museum. Others are social trips to the park or a local coffee shop. These must be approved by SLT and the relevant Risk Assessments carried out before they happen.

## **Consequences**

We have introduced a behaviour pyramid that clearly sets out the poor behaviour we want students to avoid and the severity of consequences to match.

Staff can record any incidents electronically throughout the day. they will be discussed in daily debrief and appropriate actions taken. **These actions are then recorded and the behaviour can be resolved in Arbor.** The behaviours included in the pyramid are reviewed periodically in order to adapt to the changing cohort.

5

This is something you could be excluded for! It will go on your permanent record which potential employers may ask to see when you leave.

4

Your parents/carers might be asked to come in for a meeting with one of the senior leadership team. External agencies (such as police/social services etc) might be informed.

Covid  
Verbal  
Physical  
Drugs/phones/  
smoking  
Property

3

Your Key Workers will let your parents know what has happened. They might be asked to attend a meeting to discuss your behaviour.

2

You might be asked to stay behind by your key worker to talk about what happened and why it happened.

1

A member of staff will point out the behaviour that is preventing yourself or others from learning. This is your chance to correct it.

Consequences can include:

Short time out from the group

Work in isolation with a member of staff

15 minute detention at the end of the day.

Phonecall home

Being sent to a member of SLT

Asking parent/carer to come into school for a meeting

Adapted timetable for a short period of time to support the required change.

Review other alternative provision etc.

Exclusion

Permanent exclusion

An exclusion of a student for a fixed period is only sanctioned as a last resort and only by the headteacher or by SLT when acting on her behalf.

A permanent exclusion will be undertaken only under extreme circumstances, following the Staffordshire County Council and DfE guidelines. The Headteacher will have had time to reflect and review all the evidence and incidents before making this decision.

When the Headteacher is applying disciplinary penalties she adheres to the following procedures:

Disciplinary procedures must:

- Be reasonable and reflect the seriousness of the misdemeanour for that individual student(s)
- Not breach any statutory requirement or prohibition (which would include legislation on SEN, disability, race and other equalities and human rights.
- Take account of the student's age, any special educational need or disability the pupil may have, and any religious requirements affecting the student's behaviour.

In the event that a student's behaviour is deemed likely to bring harm to themselves or another or damage to property, staff may use physical intervention. This will be as a last resort, only when other non-confrontational, de-escalation, redirecting, calming strategies have not worked.

Please refer to the Physical Intervention Policy.

## **Student Support**

Students are welcome and encouraged to talk to any of our staff should they have any problems. Staff consider this as a priority as we recognise that without the social issues being addressed students can't move on to actually learn formally.

Their main contact will be their Key Worker who can assist them with day to day issues or anxieties. Key Workers form positive relationships with their students and maintain regular contact (usually once a week) with home. There is a tutor period each morning and at the end of the day which gives students a safe place voice their concerns and celebrate their successes. The general ethos in tutor times is one of nurture and community. In these sessions Key Workers take the opportunity to get to know students and create/adjust their Positive Behaviour Support Plans.

However, some students may choose to identify two or three other members of staff as there 'go to' person in their PBSP in case their key worker is not available or ill.

Most groups will also be allocated a LSA or TA who accompanies them to each lesson and provides them with continuity as well as support.

Mindfulness is included as part of the curriculum for most students and all students have access to the Mindfulness resources (such as online meditations or meditation scripts to follow and use) should they need them. The practices and sessions are designed to encourage students to be more reflective, understand the emotional and physical impact emotions have on the mind and body, as well as increase overall resilience.

Students who need additional emotional support may be directed to the visiting school counsellor Sarah Heward. Monthly 'Art as Therapy' sessions are being introduced and for 3 days a week students can visit the guinea pigs. We also



have number of staff who are trained Reiki practitioners and two who are trained life coaches. Most staff have attended a day's session as an introduction for Emotion Coaching.

Many students enjoy bespoke timetables which allow opportunities for specific, short term interventions off-site (alpacas, Horse therapy, Boxing gym, Conkers outdoor ed. etc)

Formal Student Voice sits once or twice a term giving students the opportunity have a say in the running of the school. They take responsibility for chairing, minute taking and bringing ideas forward. All students have a voice informall that is heard too.

The school liaises closely with a variety of outside agencies (such as CAMHS, Police, Psychological services, Social Services, YOT workers, T3, LSTs, Local Schools etc) in order for the right support to be delivered in a timely manner. On average 80% of KSSS students have or work with an external agency.

## **For Staff**

Staff are offered an 8 week Mindfulness course in order that they may benefit from their own Mindfulness practice. Regular practice encourages staff to respond rather than react during stressful encounters, become active listeners, be aware of their own moods, triggers, verbal and non-verbal communication, as well as improving their overall well-being. In this way staff become excellent at modelling the behaviour that we wish students to emulate. To date 33% of staff have completed the full course.

There is a visiting counsellor available to staff every Friday for staff supervision.

Education broker offers a 24 hour help line for all staff.

Daily debriefs to share the day's events.

Group Solution Circles.

Advice and support from colleagues.

INSET and training on behaviour and related issues.

Access to Executive Head Teacher and Deputy Head at anytime to discuss events.

Post incident debriefs.

Friday afternoon massage/reflexology every few weeks.

There is a member of the federation management committee for well being.

Executive Head Teacher can direct staff for additional support through SCC.

## **Parent/carer Support**

Regular phone or email contact with Key Worker.

Half termly reports and PRD.

Attendance officer calls every day a student is not in to check that everything is OK.

Invited in for productions and events

Newsletter

Website

## **Other linked policies:**



FINAL behaviour  
COVID addendum 2.1

COVID19 Behaviour Addendum

Searching, Screening & Confiscation

Teaching & Learning

SEND