

BEHAVIOUR POLICY

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AUTHOR OF POLICY: K. JEFFERSON			PERSON(S) RESPONSIBLE FOR REVIEWING/UP DATING: KJ AND EHT		
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Feb 2024		New Policy			
June 2024	KER/KJ	Change of title for School Student Expectations	P11	Oct 2024	



Kettlebrook Short Stay School Behaviour Policy

This Policy should be read in conjunction with:

- Child Protection Policy
- Keeping Children Safe in Education
- Anti-Bullying Policy
- SEND Policy

Introduction

Kettlebrook Short Stay School Behaviour Policy

All students at Kettlebrook Short Stay School are provided with an environment where we want all students to believe in themselves, realise their potential and achieve successful social and academic futures, which will sustain them throughout their life.

As a trauma informed school, we pride ourselves on giving children the chances and patience they need to thrive and achieve success throughout their lives. Our holistic style curriculum and specialist staff, help students to achieve a sense of self, awareness & respect of others. We provide warmth, guidance and structure in a world where some individuals feel turmoil, trauma and despair. We support our students to become responsible for their behaviours and identify the consequences and carry a range of interpersonal skills into real life scenarios. Our students feel valued & wanted at KSSS, we know this from our feedback from student voice, assemblies, curriculum, staff support teaching students to support themselves.

Our Values at Kettlebrook Short Stay School are further embedded from the Federation's values of Trust, Care, Honesty & Respect:

- We value everyone as an individual, providing a holistic education to meet individual needs;
- We provide opportunities for students within the; curriculum, enrichments activities, work experience and career/college support etc;
- We empower our learners to gain the skills for life and to succeed in the next phase of their educational journey – return to mainstream, move onto SEND provision or into POST 16 positive destinations;
- We make and maintain positive relationships through authentic connections, encouraging trust and mutual respect of each other, where staff will model positive behaviours, attitudes and approaches to live especially to enable each student to make quality progress socially and academically.

Our School Ethos is to promote:

- Trust Honesty, mutual respect and consideration
- Respect one another's view and school property
- Care for one another
- Responsibility by all, for all
- Working together
- A safe and secure environment
- A consistent fair approach
- All staff and students to make positive connections & relationships with each other.



Underpinning Values and Ethos through our Mission Statement.

Kettlebrook Short Stay School is a predictable safe environment, explicitly founded on nurture and attachment principles, which promotes security through consistent routines and clear boundaries. We are proud to be recognised as a Flagship school for Inclusion Quality School, ADHD Friendly School and a Trauma Informed School (amongst other external recognition). Our staff have extensive knowledge & understanding, specialises in Behaviour as Communication, Special Educational Needs and Disabilities and Restorative Practise etc. Staff model behaviour and set out clear boundaries to ensure students feel safe, seen and secure.

We celebrate our students (and their families) and promote positive reinforcement through good behaviours. As staff and Governors, we encourage everyone to show unconditional positive regard to one another. Socially unexpected behaviours are addressed, ensuring our students are better prepared for life after Kettlebrook.

We understand that behaviour is a form of communication. Our role is to unpick those behaviours and understand what is happening in the individual's world. From this we can then support with the right strategies to support each young person. Using the theory of PROACT- SCIPr UK, which outlines that young people can be taught better ways of communicating their wants and needs. Each young person will also have a behaviour plan. This identifies for each individual:

- **When I am happy, I look like this, to keep me happy, you need to do this.**
- **If I am becoming anxious, I look like this, to support me to reduce my anxiety, you need to do this.**
- **If I am angry, I look like this, to support me, you need to do this.**

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Student: Joe Bloggs

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

Green

Amber

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

Red

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

Blue

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

We also understand that each young person will have a certain set of triggers. When starting at Kettlebrook, each student will complete an Iceberg and fish. The fish is then displayed anonymously in the corridor – as this might be the first time our students have had anything displayed at school; it also is part of our school’s art installation based on understanding zones of regulation.) The Iceberg relates to everything that we can see going on in each young person’s life and is shared with all staff. The words on the fish are personal to each young person. **(See picture below).**

The Iceberg Model:

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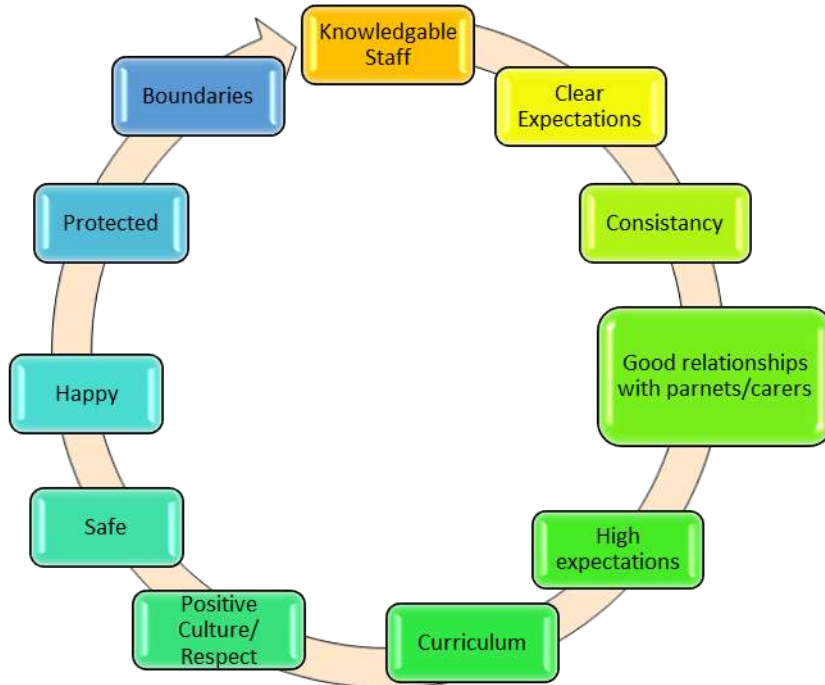
The Iceberg model has been adapted in Kettlebrook as part of our on-entry Induction programme and a structured way of making those important connections: each staff member with each student. As a student-centred school with a fully inclusive ethos and approach, it ensures that student begins to identify and understand their behaviours, take responsibility for them and with support, to improve their behaviours through clear communication alongside start to build positive relationships with adults and other students.

What do we see?	<p>List at least 3 things that we see above the surface</p> <p>Get out of seat Bite nails Red cheeks Don't listen, completely ignore.</p>
What are you feeling?	<p>What are you feeling at the time?</p> <p>Angry Annoyed Embarrassed Frustrated</p>
What do you need?	<p>What do you need? What can we do to help?</p> <p>Ask if I need help Don't block me/corner me. Don't try to bribe me by threatening to punish me. Ask if I need 5 minutes out of the room. Try not to follow me (stay a distance away from me)</p>

This is an example of the start of our 'zones of regulation' self-awareness relational fish and iceberg. On entry each student will discuss who they are, what their ambitions are, why they are with us at Kettlebrook, what their like/dislike and ultimately start getting them to clearly identify what things trigger off their positive and negative behaviours. Each student designs their fish and decides the one work that the worry the most about/dislike the most about themselves etc.

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Providing a successful environment to grow and learn.



Rewarding Positive Behaviours.

At Kettlebrook we want to celebrate positive behaviours as much as we possibly can. If our students can be responsible, resourceful, resilient and reflective – then they are on the way to becoming well round young people who can achieve social success in our communities in the world. We spend most of our day modelling and reinforcing expected behaviours & language to ensure our students feel and positive about themselves and begin to actually like themselves too. We celebrate success through a variety of different ways – eg immediate positive verbal praise; positive points; postcards home; positive daily phone calls home; enrichment trips off site (require positive behaviours) etc.

Positive Points

All young people can earn, ‘positive points,’ throughout their day. We encourage the students to get as many positive points as possible, this is recognised in the end of the week Celebration Assembly. Positive points are given out for; mutual respect, having a go, learning and taking part in the lesson. At the end of the week we look at the 3 highest positive points and these students will receive a reward which will be something they like, for example a large chocolate bar, an off-site trip to a local café or walk. This is the student’s choice. Key workers monitor behaviour points and ensure that they pick up any students that may be struggling and give them a positive prompt. The positive points are very successful and the young people get very competitive about it.

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Positive Points and a log are kept given in line with research completed on the skills that employers are looking for, which are as follows:

- | | |
|--------------------------|--------------------------|
| ✓ Time Management | ✓ Communication |
| ✓ Honesty | ✓ Resilience |
| ✓ Positivity | ✓ Can Do Attitude |
| ✓ Confidence | ✓ Self-Awareness |
| ✓ Team Work | ✓ Problem Solving |

Enrichment Activities that require positive behaviours

At the start of the week, young people are provided with a list of enrichment activities that will happen each Friday. These activities may be on or off-site. Throughout the week we assess student's behaviour to ensure that they are able to safely follow adult direction and access their chosen club safely. We discuss with our students that clubs cost money and require them to follow certain instructions to keep themselves safe. We also discuss with students the cost of clubs and explain that any damage to property in school means we have to take this money out of our club funding. Students understand this, which is good preparation for adulthood. Some of our clubs include the following: eg.

- | | |
|-----------------|-------------------------|
| • Hair | • Outdoor Education |
| • Beauty | • Well-Being activities |
| • Art | • Pool |
| • Science | • Football |
| • Chess | • Basketball |
| • Climbing Wall | • Walking |
| • Lego | |

Well Being Weekly

Our Wellbeing Weekly magazine is put together by the senior leadership team and captures students working in different lessons throughout the week. This is a way of celebrating a variety of different behaviours both in school and out of school. We also display the Wellbeing Weekly in the corridors for students to see, as well as emailing out weekly for parents and carers to see.

Kindness Curriculum

The Kindness Curriculum is inspired by the Kindness Factory mission to make the world a better place. Set up by one person, The Kindness Factory has now become a global kindness movement, illustrating many themes in order to make the world a kinder place to live.

During keyworker time, our students focus on one area of the curriculum per month – as identified in our monthly kindness calendar eg Humility; Humour; Perspective; Positivity; Self-Acceptance; Trust; Collaboration; Compassion Empathy; Gratitude; Honesty etc. These learnt qualities support them in their social world adding to their qualities of helping the world to become a kinder place. As a School we celebrate these qualities by recognition in the form of praise as well as a post card home from the staff and Head of School.

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Post Card

The post cards that we use are designed by our students, we use these post cards to send to individual students where we want them to recognise that their behaviour was positive. The post cards allows positive recognition to happen for the student within their own home, sometimes our students find praise embarrassing in front of others, we understand this, post cards are a fantastic way to allow students to be recognised but within their own home. Post Cards home also allows us to communicate with parents or carers about positive things!

Key Worker Communication

Each young person has their own key worker. The keyworker will see the young person each morning as well as throughout the day. They will also monitor positive points and pick up on any behaviours where the student is showing anxiety.

Restorative Conversations

Restorative conversations are used between students and staff and students. The aim of the conversation is to restore the relationship and take accountability for behaviours that have been shown. We have a high focus on our students trusting us, therefore relationships are extremely important to us.

Sensory Diet

Each student will have a sensory diet completed when they start with us at Kettlebrook. This identifies if the student requires additional support to cope with their day. This support is in the way of fidget toys, regular walks, skin vests amongst other things.

Time to Talk

Each morning our students come into school and are met in reception, we can quickly identify if they need additional time to talk. From our research within the school we know our students are confident in identifying the person they want to talk with. We will then arrange time for them to have a conversation and discuss their worries before the day begins. This ensures we are able to provide support and coaching to our students along with identifying if there are any safeguarding concerns. This proactive strategy is extremely valuable and prevents students becoming anxious.

Supporting with negative behaviours

Suspension

Sometimes our students will make the wrong choices and we need to act as a School in order for the student to recognise that their poor choices and negative behaviour is serious. We continually discuss with students what could happen if negative behaviours are shown within the community and the risk of a criminal record etc.

Suspensions may happen for a variety of reasons (which are reviewed individually per student – depending where they are on their journey with us at Kettlebrook): eg

- Vaping on School property
- Setting off the fire alarm
- Not attending lessons
- Disturbing others from learning
- Vandalising property
- Aggression towards another person

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- Violence
- Weapons brought onto School property

If a student has been suspended we expect to have a reintegration meeting with the student and their parent or carer (and other professionals involved with each student) to identify the reasons of the suspension, this is called a Reintegration Meeting. During suspension students will be asked to prepare a Reflection Plan, which will include:

- **What was their behaviour?**
- **Was the behaviour reasonable?**
- **Did the behaviour fit in with our community at Kettlebrook?**
- **What should they have done?**
- **What they will do differently next time.**

Parents and carers will have information which outlines the behaviour, along with a behaviour report and a Reflection Plan. We encourage parents and carers to support their children to come up with different coping strategies, we will also support with this as a School, and with the professional agencies that are also working with the child and family. The Reflection Plan and the Reintegration Plan will then take place with a member of the senior Leadership Team and the Pastoral Manager.

This process supports the student to identify and reflect on their behaviours and provided boundaries. If damage to property has happened we will also ask parents or carers to support paying for this. This may be through a monetary contribution to making good the damage caused or the student repairing what they have damaged.

Environment

The environment within School is not always right for every learner. As professionals working in a Pupil Referral Unit, we recognise this and looked at what else we can provide to support our learners. Some of our students may not have been in School for long periods of time, some students have sensory overload in a busy environment and some students require additional support with their social skills in order to learn how to be social with other people. So, we try our best to enable each child to understand their needs and design suitable learning plans for each child – which may include on and off-site provision – eg Alternative Provision, Work Experience, 1-1 learning etc. So that by a blend of approaches each child can access their 25 hour a week plans. (There are at times that a student might need to have access to very bespoke learning programmes to enable them to access fully full curriculum, social and behaviour offer.)

Intensive Support Group

The intensive Support Group is carried out off site with highly experienced staff. The student receives 1 hour of face to face learning with the support from 2 adults each day. The student also takes work home to be completed and shared the following day. The aim of the Intensive Support Group is to help those students become more socially aware, reduce negative behaviours and support with learning how to learn. We aspire for each young person to return back to the main site. We know that this takes time which is different for each child, however, we are able to coach and scaffold our students to ensure a successful transition is achieved. This is, in agreement with p/c and professional agency and is reviewed each week by Senior Leadership Team. This approach works with our students as it gives them opportunities to re-engage socially and the intensive programme helps them to achieve social holistic success at their pace.

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Education other than at School (EOTAS)

Some of our students are unwell, medically unable to access normal forms of education and since COVID remain extremely anxious and are not able to attend anything outside their family home. To support these students, we offer a skilled teacher for an hour a day. We aim to build up a good relationship and eventually transition the student to the Intensive Support Group or back into the main site at Kettlebrook. We know this transition may not happen for all of our students, however we have high expectations along with achievable goals.

Restorative Schooling

Our School day finishes at 2.15pm. We then offer a restorative timetable for those students that are transitioning back into School after a suspension, or for those students that have anxieties coming in during the daytime. We work with these students to transition into School during the day. This programme is a short-term programme – similar to the induction programme that all new students undertake on entry to our PRU. Once again this enables the student to re-connect with staff and themselves, catch up academically and re-establish learning routines etc.

Online Learning & the Blended approach

We offer online learning throughout the day, where students can log on from home and complete the lessons. Some students do both online learning, working from home, home tuition and Intensive Support Group. We provide different routes to help students achieve on a learning journey tailored to their needs.

Parent and Carer Support

It is important for students that they have support from all the people that are in their lives. We have strong relationships with parents, grandparents and carers, other professionals etc, to support with an approach that provides security and boundaries and wrap around care. We communicate with parents to celebrate small steps and are overjoyed to share how well students are doing. We also support parents and carers when negative behaviours occur. This may be via a restorative conversation, or supporting with setting boundaries or daily communication etc.

Student Agreed School Expectations: (Agreed by students in Oct 2023 to be reviewed annually):

Our Students have supported us to put into place a Code of Conduct which they think is appropriate behaviour for a safe and happy environment. Student Voice is important as we encourage students to take responsibility for their behaviours. This is our Student Code of Conduct which is displayed around the school:

- ✓ Pupils arrive on time ready to learn
- ✓ Appropriate dress
- ✓ Hand in valuables, including; phones, vapes, cigarettes, money etc
- ✓ Hand in coat or any outdoor wear
- ✓ One pair of trousers
- ✓ No Sliders (Crocs in Sports Mode)
- ✓ Hand in personal belongings so they are kept safe

All students have the right to learn, to promote this we encourage our students to:

- ✓ Arrive to class on time
- ✓ Stay in the classroom
- ✓ No shouting or swearing or threatening behaviour
- ✓ Follow staff direction
- ✓ Communicate appropriately
- ✓ Keep your hands and feet to yourself

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At Kettlebrook Short Stay School we want the environment to be safe for everyone to enjoy. This means taking extra care when in and around the environment. We ask students to use the litter bins, walk appropriately around school, no pushing or shoulder barging. We do not want to see any shadow boxing and we will charge for damaged property, so this means no kicking, punching, headbutting, vandalising or destroying any school property.

Uniform

Currently we have adopted a no school uniform policy. Although there are many advantages to having a school uniform, we have considered the expense of having to provide a different uniform, in particular if a student is joining the school for a limited amount of time. In addition to this, our students' feedback stated that they prefer to wear their own clothes. When considering some of the difficulties our students face, our uniform policy reflects the holistic approach in our curriculum and behaviour expectations.

However, it is an expectation that students wear appropriate clothing at all times. The vast majority of body parts need to be covered, outside coats/jackets should not be worn in school and students should wear suitable footwear as they will have PE, Gym and off-site enrichment activities. We do not allow sliders. Discussions on uniform will be made at Pre-Admissions Meetings. The Head of School has the right to discuss clothes with parents/carers and students on an individual basis if they are not deemed suitable and appropriate.

When negative behaviours remain or increase in intensity

If positive modelling, praise and de-escalation still have not worked to help the student to 'turn things around' then one or more consequences might occur eg.

- Short time out from the group
- Work in isolation with a member of staff
- Phone call home
- Being sent to a member of SLT
- Asking parent/carer to come into school for a meeting
- Adapted of provision for a short period of time to support the required change.
- Review other alternative provision etc.
- Suspension
- Permanent exclusion/ withdrawal of dual registered placement at Kettlebrook

A suspension of a student for a fixed period is only sanctioned as a last resort and only by the Head of School or by SLT when acting on her behalf.

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

When the Head of School 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.