

# BEHAVIOUR POLICY

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*Stepping Forward Together – Caring, Sharing & Aspiring*

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**Kettlebrook Short Stay School**

**Behaviour Policy**

**Date of policy: March 2018**

**Review date: July 2020**



Written by:  
SLT Reviewed:  
Management Committee Ratified:  
Review:

S Harris  
March 2018  
March 2018  
July 2020

## **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 is discussed and logged in daily briefings and circulated to all staff via email.

KSSS Daily staff Briefing			
Date:	Positives: 😊	Problems: 😞	Phone calls or action to be taken (who by)
A			
B			
C			
D			
E			
F			
G			

More significant instances of poor behaviour are logged by staff who witness it on a tracking sheet.



**ABC Tracking Sheet**

Pupil Name	Joe Bloggs	Day	Tuesday	Date	10.1.18
Staff	S Harris	Time	9.50	Key Worker	L Seedhouse

Choose and copy from the lists (on page 2) or write brief description		
Behaviours in order	How was the behaviour addressed/responded to by staff?	Effectiveness /10 # if it made behaviour worse
Disrupting other pupils' learning despite several warnings from staff	Verbal Instruction/Loud tone	#
o Play fighting	Audience Removal	5
o Leaving the classroom without permission	Change of staff	6

SETTING/BACKGROUND	Highlight or specify (if other)
Where did the incident take place?	<b>CLASSROOM:</b> Maths, <b>ICT</b> , PSD, Dining Rm, Food, English, Tech, Science, Muga, Art, Oasis, Meeting Rm <b>CORRIDOR:</b> ICT/Dining, Food/PSD, Eng, Eng/Stairs, Quad/Stairs, Back entrance, Science/Tech, lower staircase, Upper staircase, Upstairs fire door, Oasis/Art, Maths/offices, Back door, New reception, Old reception, Other:
Who else was there?	Staff: S Harris, A Barnes Students: G Group
What was the activity?	Transition, before reg, Practical lesson, <b>Academic lesson</b> , Lunchtime, break, reg am, reg pm, after pm reg
Had there been a previous incident?	<b>No</b> Yes: When? Details:
<b>ANTECEDENT</b>	<b>What happened just before?</b> Joe had arrived late to school and so was late to the lesson.
What do you think was the function of this behaviour?	Attention, Sensory, <b>escape-avoidance</b> , tangible (what?):

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 The things that we can do or say to keep the student in the green for as much time as possible.	Behaviour What the student does, says and looks like that gives us clues that they are calm and relaxed.	Student self-support 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 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 What the student does, says and looks like that gives us clues that they are becoming anxious or aroused.	Student self-support 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 The things that we can do or say to quickly manage the situation and to prevent unnecessary distress, injury and destruction.	Behaviour What the student does, says and looks like when they are challenging.	Student self-support 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 The things that we can do or say to support the student to become calm again and return to the proactive phase.	Behaviour What the student does, says and looks like that tells us that they are becoming calmer.	Student self-support 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 three behaviours from their PBSP to work on. Two from the yellow section of the plan and one from the red. 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.

**Individual Behaviour Targets**

Name \_\_\_\_\_ Jacob \_\_\_\_\_ Key Worker \_\_\_\_\_ Mrs Bloggs \_\_\_\_\_ Date of plan \_\_\_\_\_ 13/12/17 \_\_\_\_\_ Review Date \_\_\_\_\_ 12/2/18 \_\_\_\_\_

**Target Behaviour**  
Keeping all four legs of the chair on the floor (rocking on chair)  
(equipment points)

**To help myself I will:** sit away from Jacob. I will collect my folder as soon as I enter the room.  
**To support me please:** Give me a task sheet straight away. Leave the door open.

**Target Behaviour**  
Staying on task and working. (refusing to work)  
(Task points)

**To help myself I will:** Not drink fizzy energy drink before school. Attempt to do some work before asking for help.  
**To support me please:** Use a beanbag signal in group discussions. Let me sit in my favourite chair.

**Target Behaviour**  
Using polite and kind language to other students.(Making rude comments about other students)

**To help myself I will:** Do a 30 second .b Display my yellow anxiety card.  
**To support me please:** Give me a spinner. Do not talk to me.

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 \_\_\_\_\_

## 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)

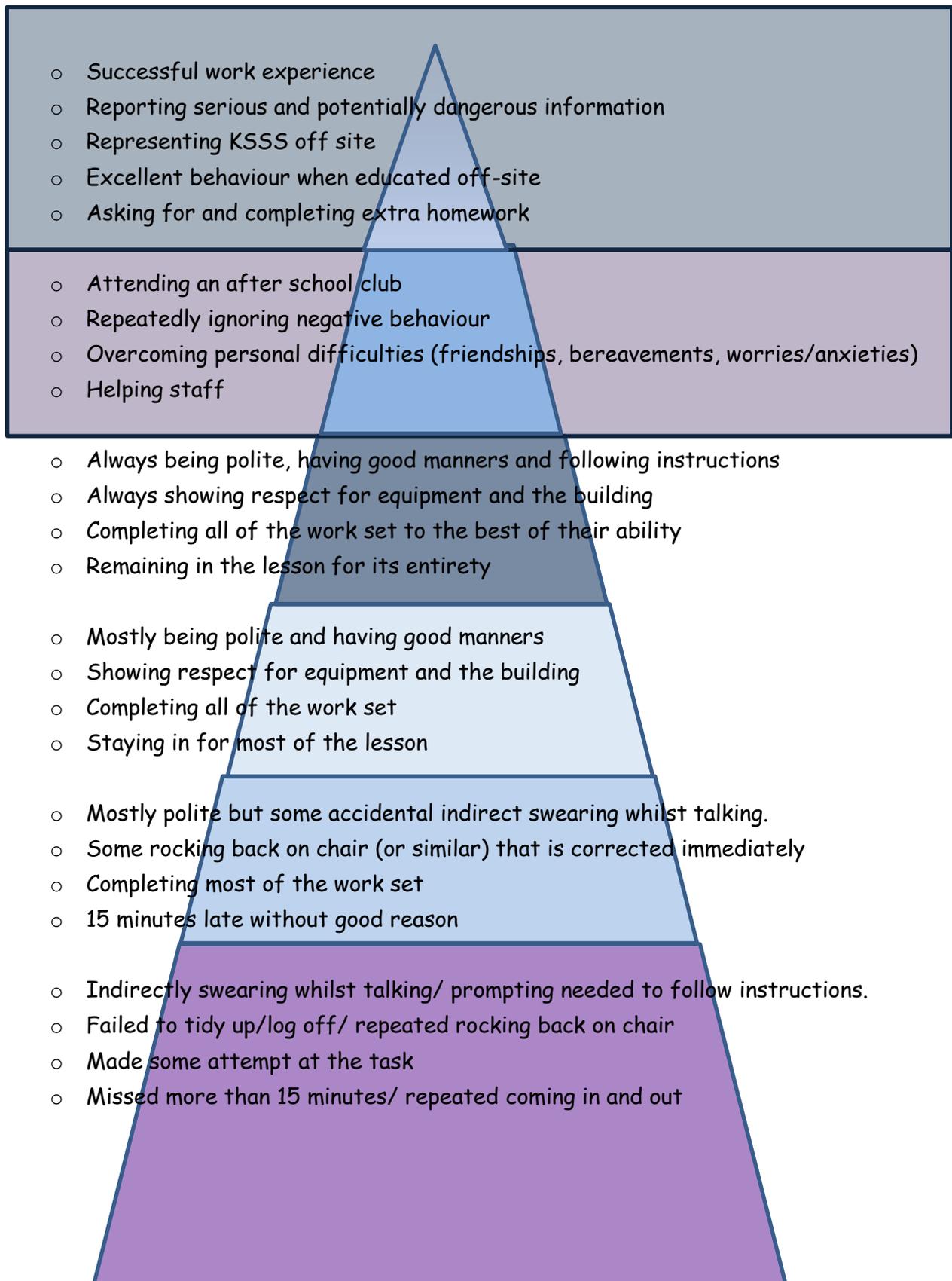
T - Complete the tasks set

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 do on and off site, including trips and work experience. Staff record STEP on

SIMS each lesson. STEP and extra achievements can be seen on the achievement pyramid.



## 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 L2E online shop. Credits are awarded for STEP, punctuality, attendance and uniform. Extra credits can be awarded at the discretion



of the senior leadership team for outstanding 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



There is a weekly display on the staffroom wall where all staff are able to make comments about the good things they have noticed. These comments are collated and the wall refreshed at the start of the week. Parents and students are presented with a little book of 'good stuff' every half term in PRD allowing parents/carers and their child to share in the reward of praise over time.

## 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.

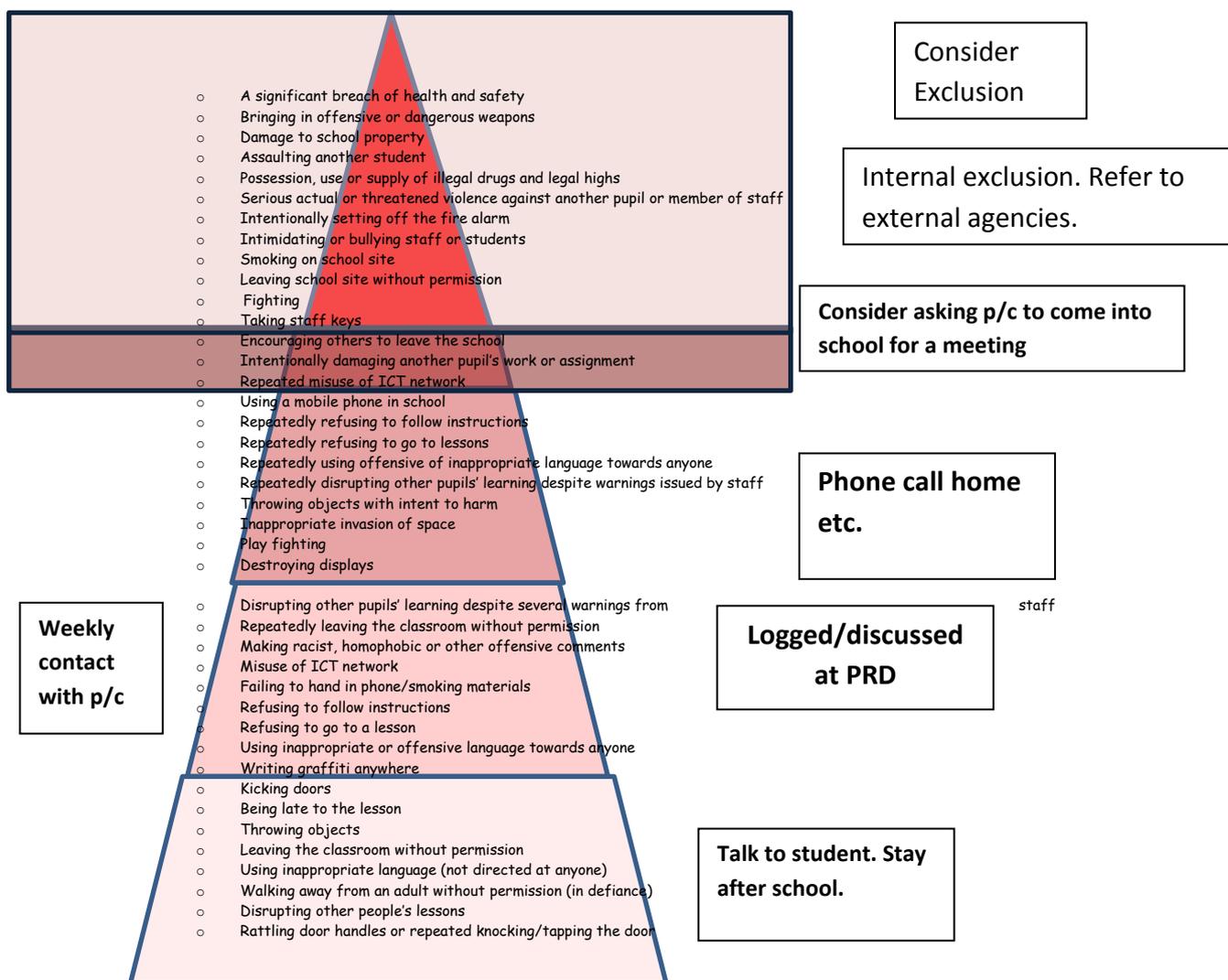
## Trips

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.



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.

Removal of credits

Phone call 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.

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 any time to discuss events.

Post incident debriefs.

There is a member of the federation management committee for wellbeing.

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.

Friday, informal coffee mornings

Invited in for productions and events

Newsletter

Website