



Bennerley Fields School

Behaviour Policy

Version	Date	Minute Number
1 - Date Approved	20.05.2014	16.3
1.1	07.12.2015	13.16
1.2	11.12.2017	19.4
Review Requirement : 3 Years		



Bennerley Fields School

Behaviour policy

Bennerley Fields is a welcoming community, where learning and communication are promoted through hard work, respect friendship and belonging. Together we inspire and motivate each other to aim high for the future.

At Bennerley Fields the children can learn good things and be happy. They work hard and have good friends. All the children work as a team and have a lot of respect for each other.

Our school promotes a positive and proactive approach to behaviour support, with all staff following the Proact- Scip philosophy.

Aims and values

Our aim is to ensure that our pupils:

- Treat other pupils and adults with respect.
- Communicate in a positive way
- Have self confidence and high self esteem

To encourage this, the staff will:

- Treat all children and adults with respect
- Communicate in a positive way
- Praise pupil's efforts and achievements
- Be consistent

At Bennerley Fields we believe it is important that:

- Behaviours are seen as a form of communication that may not instantly be recognised as such.
- We support our young people to behave in socially acceptable ways.
- All staff and parents work in partnership, sharing responsibility for promoting positive behaviour.
- Flexibility is built in when developing and implementing support plans, taking into account the individual needs of pupils.
- Staff members are good role models and maintain high expectations for learning and behaviour.
- Although pupils may require different strategies, all staff should be consistent in their support for an individual.
- Pupils are supported to take responsibility to manage their own behaviour/anxieties.
- Strategies and support plans are shared with staff, parents and pupils.

We provide:

For pupils:

- A safe, supportive and stimulating learning environment
- Support to become responsible for and to manage their own behaviour
- Fair and consistent systems of rewards and support strategies, appropriate for each individual pupil's level of need and understanding.

For staff:

- A safe and supportive working environment
- Access to annual Proact-Scip training
- A team approach, where issues are shared and individuals are supported.
- Guidance and support from the behaviour support coordinator and Senior leadership team.

For parents:

- Confidence in the school and the staff
- Supportive contact with school
- Access to specialist support and guidance
- Involvement in drawing up behaviour plans and risk assessments.

Governors fulfil their responsibility by:

- Monitoring, evaluating and reviewing behaviour and related policies, procedures and incident recording systems.
- Observing practice within school

Practical strategies to support positive behaviour:

At Bennerley Fields Specialist Speech and Language College our priority is to support our young people in a positive and proactive way. We do this by ensuring that:

- **The curriculum provides opportunities to develop self esteem, confidence and understanding of theirs and others emotions.**
- **Behaviour support systems such as, visual timetables, traffic lights, social stories, environmental changes and distraction are drawn up by individual class teams and reflect the needs of their pupils.**
- **Appropriate class based reward systems are drawn up by pupils and the staff team to ensure they are most appropriate for their pupils.**
- **Weekly star of the week assemblies are held to celebrate individual pupils successes and achievements.**
- **During lunchtime and playtime staff facilitate co-operative playing and social interaction.**
- **Parents and carers are informed of their child's achievements through phone calls, home school books and in review meetings.**
- **Structured Learning opportunities to experience how to communicate safely and responsibly through various forms of Social Media.**

Positive standards of respect, co-operation and support are developed through modelled behaviour and language, PSHE lessons and social stories. Pupils help devise their own class rules and reward systems.

Reward systems are drawn up by individual classes and reflect the age and ability levels of the students. They include:

verbal praise, stamps and stickers, merits

A weekly star of the week assembly is held to celebrate the achievements of a member of each class.

Positive play sessions support the needs of individual pupils and are referred to the team by class teachers.

Additional Support

When additional support strategies are implemented we ensure that they are person specific and appropriate for each individual pupil's level of need and understanding. When 2 incidents are recorded in a week a behaviour support plan is written and shared with staff and parents.

We recognise how our pupils levels of understanding impacts on their perception of what is acceptable and unacceptable behaviour. Our role is to supportively use strategies and sanctions where appropriate, using our professional judgement.

Incidents of violence, bullying, racial, homophobic abuse and sexual behaviour is recorded and reported to the appropriate authorities.

Additional Support (Active and reactive strategies)

Minor infringements will be dealt with by the adult responsible for the pupil at the time. Behaviour is managed using a variety of means:

- A reminder, taking into account of the pupil's communication style, focussing on positive role modelling –guidance to good choices.
- Diversion
- Redirection
- Repetition of a task if not done or not completed satisfactorily
- Privileges not earned
- Withdrawal – away from the group
- Loss of break times

More serious incidents:

- Referral to leadership team
- Contact with parents
- Meeting with parents and student
- Internal exclusion
- Fixed term exclusion
- A referral to the E-Safety Committee if necessary

If problems persist, then a referral is made to external support agencies such as Educational Psychologist, Camhs team.

Fixed term exclusions are not taken lightly and the decision is made by the Head teacher in consultation with staff. A pupil can be excluded for serious offences such as violence to other people. An exclusion would be used to give time for the pupil to reflect and school staff the opportunity to review the support plan and liaise with parents. Again the emphasis is for a positive outcome. Parents/carers are encouraged to attend a 'return to school' meeting, following an exclusion in order to support a positive, fresh start.

Recording

Incidents are recorded in Integris. These record the nature of the incident and identify possible triggers so that issues can be addressed.

A physical intervention is recorded in a separate book. (see policy for further details). These books are bound and pages clearly numbered.

The behaviour support co-ordinator is responsible for monitoring these recording systems and offering support to class teams when necessary.