



# **KITE RIDGE SCHOOL**

## CHANGING MINDS

### **KITE RIDGE SCHOOL**

### **BEHAVIOUR POLICY**

**Approved:**

**November 2020**

**Next review:**

**November 2021**

1.	INTRODUCTION	3
2.	SCOPE	3
3.	PROMOTING POSITIVE BEHAVIOUR	3
4.	RECOGNISING GOOD BEHAVIOUR AND ENGAGEMENT IN LEARNING	5
5.	SUPPORTING STUDENTS WHOSE BEHAVIOUR MAY CHALLENGE	6
6.	FIXED TERM AND PERMANENT EXCLUSIONS	6
7.	BULLYING, SEXIST, RACIST, HOMOPHOBIC OR TRANSPHOBIC BEHAVIOUR	7
8.	COMPLAINTS AND ALLEGATIONS	8
9.	OTHER RELEVANT POLICIES	8
10.	REFERENCES	8

## 1. INTRODUCTION

Kite Ridge School educates, values, supports and accepts each student unconditionally in accordance with their individual needs; providing a holistic happy, safe environment that is committed to the success of everyone. With Kite Ridge School Values;

- Community Engagement and Participation
- Autonomy and Self Determination
- Personal Development and Independence
- Material and Financial Sustainability
- Social and Intimate Relationships

as a foundation staff promote a high standard of behaviour in an atmosphere where all members of the school community are valued as individuals. All staff actively support the development of positive, trusting and respectful relationships amongst all members of the school and wider community. We aim to develop a community that is free from fear and safe from harm, where students can learn, achieve their full potential and take their place as valued members of society.

## 2. SCOPE

This policy focuses on:

- Promoting positive behaviour
- Recognition of good behaviour and engagement in learning
- Intervention and supporting students whose behaviour may be seriously disruptive or aggressive and pose a risk to themselves and or others
- Bullying, racist, sexist and homophobic behaviour

## 3. PROMOTING POSITIVE BEHAVIOUR

Students are encouraged to take responsibility for and manage their own behaviour and learning, develop a sense of self-worth and pride in themselves and their achievements, adopt attitudes of acceptance, respect and tolerance towards others' diversity both within school and the wider community.

Staff have high but realistic expectations of what constitutes acceptable behaviour and endeavour to develop and sustain positive relationships. We recognise that anxiety may inhibit learning and

strive to provide an environment that is free from anxiety for all members of the school community.

Behaviour support and risk reduction plans (see Appendix A) are reviewed at least annually and are based on assessment and consideration of an individual's;

- personal preferences
- communication abilities and needs
- cognitive ability
- sensory needs
- physical, medical and mental health
- physical environmental needs
- personal history and learning experiences
- impact of challenging behaviour and reduction of risk of harm to self and others

and incorporate pro-active, early intervention and reactive strategies.

Students are actively supported through the challenges they may face in accessing learning at school as well as within community facilities.

Staff are expected to use and become skilled in promoting positive behaviour through a wide range of person centred strategies. These may include:

- providing a safe, predictable and ordered environment
- providing space
- controlling proximity to adverse triggers
- reducing environmental stressors and distractions
- providing boundaries and clear expectations for learning and behaviour while remaining flexible to the needs of individuals
- individualised learning; short achievable tasks
- providing a good role model
- providing physical reassurance e.g. hand on shoulder
- accepting and valuing the individual; separating out behaviour from the person, depersonalising
- Using augmentative communication and assistive technology to enhance understanding; visual cues, timetables, PECS, social stories, sign language etc
- creating opportunities for positive choice making and control
- listening to the individual
- showing an interest in the student and their personal interests
- developing individual reward systems if appropriate
- encouraging pupils to make positive choices, manage anxieties and develop self control

- ignoring behaviours with limited power e.g. spittle bubbles, swearing

#### 4. **RECOGNISING GOOD BEHAVIOUR AND ENGAGEMENT IN LEARNING**

Kite Ridge School recognises and celebrates progress and achievement in both learning and behaviour. Students receive recognition for:

- Behaviour that supports learning
- Engagement in their learning
- Progress towards and achievement of personal targets
- Personal Social Development
- Behaving in an appropriate manner; in the classroom, on the playground and around school
- Behaving in an appropriate manner in the local and wider community
- Showing respect, tolerance and care for others
- Expressing and managing anger and aggression appropriately

Opportunities to recognise and share achievements and good behaviour are facilitated throughout the school day and weekly in Celebration Assembly. Recognition and reinforcement of positive behaviour, academic and personal achievement may include:

- Positive reinforcement of appropriate behaviour
- Praise from staff
- Sharing and celebrating achievement with parents/carers
- Sharing and celebrating achievement with another member of staff
- Sharing and celebrating achievement in assembly
- Certificates of achievement;

**Gold;** Performance that is outstanding. This award might mark the achievement of a series of planning targets. It might also be used to mark the end of a unit of work or any other curriculum area delivered by outside agencies. A gold shield can be given for an individual activity if the student's performance in that activity was outstanding. The award can also be given for behaviour that exemplifies Kite Ridge School philosophy and practice.

**Silver;** Performance that is very good. This award might mark the achievement of a planning target, after a series of lessons. It might also be used to reward a single lesson in which the student met all the performance targets set, especially if the task or objective was unfamiliar to the student.

**Bronze;** Performance that is above the normal standard for the student. Work that is of a good level for that student.

## **5. SUPPORTING STUDENTS WHOSE BEHAVIOUR MAY CHALLENGE**

Due to multiple and complex needs, including autism and other neurodevelopmental disorders, mental health issues, communication and learning difficulties, students at Kite Ridge School require ongoing support to maintain appropriate behaviour. Challenging behaviour is not condoned or excused but is understood within the context of the student's needs and personal history. Consequences, conditions and sanctions for inappropriate behaviour are only ever applied on an individual basis and never as a generalized rule.

All staff at Kite Ridge School are expected to implement a non-reactive and positive approach to challenging or inappropriate behaviour. This together with an ethos of differential reinforcement, unconditional care and an emphasis on the development of trusting relationships is paramount in supporting our students to manage their own behaviour, access learning and experience a better quality of life.

Where behavioural challenges arise, assessment, monitoring and evaluation together with intervention based on the principles of positive behaviour support enables individualised pro-active and early intervention centred on de-escalation, diversion and diffusion, reducing risk of harm and necessity for crisis management.

Kite Ridge School work together with families as well as a range of professionals e.g. SaLT, CAHMS and adult learning disability teams to support students whose behaviour is seriously disruptive at school and/or at home. Individualised support strategies, including reactive risk management are identified through student behaviour support and risk reduction plans (see Appendix A).

## **6 FIXED TERM AND PERMANENT EXCLUSIONS**

Exclusion is an action taken by the school only in extreme cases deemed as so serious to warrant the use of a Fixed Term Exclusion or in very infrequent and rare cases a Permanent Exclusion.

It is sometimes the case that after an episode of very challenging behaviour it is in the student's best interest to return home for the rest of the day or for a few days then this would be classed as a Fixed Term Exclusion.

A Permanent Exclusion would only occur if the student's behaviour was at a level that put themselves other students and staff at an unacceptable risk of harm.

A Fixed Term Exclusion from the school can only be authorised by the Headteacher or the Deputy

Headteacher or Assistant Headteacher acting on their behalf. If none are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.

In the case of a Permanent Exclusion this can only be authorised by the Headteacher and must only be done after consulting the Chair of the Management Committee of the intention to impose this sanction, although the final decision rests with the Headteacher of the school.

The school monitors the number of Fixed Term Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

There is a clear expectation that all students will respect other students and staff and not subject them to physical, racial or any other form of abuse.

Please see the Exclusion Policy for full details.

## **7. BULLYING, RACIST, HOMOPHOBIC BEHAVIOUR OR TRANSPHOBIC BEHAVIOUR**

Kite Ridge School actively promotes the acceptance of diversity and difference. Bullying, racist, sexist, homophobic or transphobic behaviour is not acceptable in any circumstance. All members of the school community have a duty to promote positive relationships, understanding and tolerance towards each other. However we recognise that because of their special needs some students may struggle to understand, develop and maintain acceptable attitudes towards the diversity and difference of others. Ongoing concerns are addressed through team discussions and individualised support and teaching.

Incidents of bullying, racist, homophobic or transphobic behaviour will be investigated by the Head Teacher and resolved in accordance with Kite Ridge School policy and reported to Bucks County Council.

## **8. COMPLAINTS AND ALLEGATIONS**

Practice concerns and queries should initially be directed to the relevant member of staff and/or their line manager. Serious allegations and complaints in relation to the inappropriate use of behaviour support strategies or safeguarding concerns should be reported in line with the school's safeguarding or whistle blowing policy and will be investigated by the Head Teacher, Management Committee and/or outside investigators as appropriate. Any measures taken will follow guidelines

contained within these policies as well as the Kite Ridge School Conduct and Discipline Procedures.

## 9. **OTHER RELEVANT POLICIES**

Kite Ridge School Values Statement

Safeguarding Policy

Whistleblowing Policy

Health and Safety Policy

Use of Reasonable Force

Exclusion Policy

Conduct and Disciplinary Procedures

Anti- Bullying Policy

## 10. **REFERENCES**

Department of Education. (2016). Behaviour and Discipline in Schools: Advice for Teachers and School Staff

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Keeping Safe in Education. (2020). Statutory Guidance for Schools and Colleges

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/912592/Keeping\\_children\\_safe\\_in\\_education\\_Sep\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf)

Reducing the Need for Restraint and Restrictive Intervention

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/663453/Reducing\\_the\\_Need\\_for\\_Restraint\\_and\\_Restrictive\\_Intervention.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/663453/Reducing_the_Need_for_Restraint_and_Restrictive_Intervention.pdf)