
Kingsbrook School

'A unique service for unique young people'

Behaviour Procedure

Kingsbrook School

Southburgh
Thetford

Norfolk IP25 7TJ

31st August 2023

Review: 30th August 2024

Behaviour Policy Education

AIMS

The purpose of this procedure is to create an atmosphere that is conducive for effective teaching so that learning can take place. Kingsbrook School recognises that clear, fair and consistent rules, boundaries and expectations play a vital part in aiding the educational, social, emotional, mental and physical development of young people.

At Kingsbrook School we believe in an ethos that creates a positive learning culture through encouragement, praise and consistent behaviour structure. This procedure reflects that we believe in fairness, consistency and for students to have direct involvement in the development of their own behaviour.

STAFF EXPECTATIONS

The basic principles that all staff will:

- Adhere to the reward system of points earned for positive behaviour choices.
- Be clear and consistent with their expectations throughout a lesson/session.
- Use rewards and praise.
- Speak to all students in a positive way in every lesson.
- To remain calm and not display behaviours that would indicate anger towards a student such as shouting and aggressive gesticulating.
- Always address the behaviour of the student rather than the student him/herself.
- Always keep things in perspective and ensure that consequences implemented reflect the nature of the incident and the understanding of each student.
- Inform parents/carers of behaviour incidents that have occurred during the school day, on the day.
- Enter incident onto the MIS, Engage, on the day.
- Use the strategies as outlined in a student's behaviour scale and positive behaviour support plan to effectively support a student to achieve positive behaviour.

Role-Modelling

Staff members at Kingsbrook School are expected to be effective role models for the students. School Staff members are with the students for over 5 hours a day for 5 days a week during term time. It is vital that adults always conduct themselves in a professional manner as they play a pivotal role in the personal and social development of the students. All students at Kingsbrook School deserve to experience positive role-models in the form of predictable, reliable, consistent and caring adults, especially as this is something that many of the students may not have previously experienced.

Staff members will:

- Model to students, encouraging them to make appropriate choices.
- Put positive choices into action so that the students can see that doing the right thing has positive outcomes.
- Apologise when they have made a mistake and rectify it in an assertive, but sensitive manner.

- Make sure that they honour commitments and are reliable to demonstrate that self-discipline is an important facet in life. Students expect staff to do what they say.
- Be respectful to property and to others.
- Be polite and use appropriate language at all times, listen intently, dress appropriately and arrive to lessons at the correct times.
- Treat each student as an individual and compensate for students' inflexibility whilst they are learning.

Kingsbrook School REWARD SCHEME

Rewards

Kingsbrook School believes that all students can achieve. Their positive behaviour, efforts and achievements will be recognised, celebrated and rewarded. Rewards are open to all and are not exclusive, however, they must be earned and not used to appease students or situations. Kingsbrook School uses rewards to encourage the frequency of positive behaviours in order to increase self-esteem and ingrain behaviour that will improve students' lifestyle at Kingsbrook School and in the wider community. Teachers are expected to congratulate and praise students as required and follow the rewards system with their individual classes.

Kingsbrook's School Reward Scheme

Student's behaviour and lesson engagement is tracked during their lessons throughout the school day, to include unstructured times such as break and lunch time. Points can be earned for being on task, appropriate to staff, appropriate to peers and two individualised targets taken from their student analysis literacy and numeracy ILP targets and their progress profile grid targets. At the end of the week a reward assembly is held. Certificates and prizes are awarded to the student who has earned the most points overall, the most positive behaviour points, most improved lesson engagement and the highest lesson engagement. These rewards and assemblies are held on a Friday.

The prize for the most points earned is £3.00. Students contribute by choosing desired items to be purchased and placed into the school reward box of potential prizes they can work towards. The money earned can be exchanged for an item that a student requests, or, the money is saved in the school 'bank' and the total saved can be used to purchase an item that can be ordered at school.

Prizes for the most positive behaviour points earned, most improved lesson engagement and best lesson engagement is an accumulation of bought items that again, the students can request be purchased for the reward box, they can choose from during assembly. Alternatively, students can choose to save £1.00 in the school 'bank'. An additional £1.00 is awarded for every Progress Profile Grid Target a student has achieved throughout the week.

At the end of term there is an additional prize giving assembly where every young person receives a certificate to acknowledge progress in areas that have been recognised throughout the term. These are often subject specific certificates and recognition of improvements in attitude, behaviour, social skills and mental health.

We believe in creating a system that supports and encourages each individual to manage their learning and behaviour. Within this system there will always be some flexibility to meet the individual needs of the students. Targets for learning, engagement, lesson engagement and communication are set with each student at the beginning of the week and are reviewed with the student at the end of the week. This ensures each student is aware of their areas to improve upon from which they can take some ownership and they are also made aware as to how their teacher is going to support them to achieve their weekly targets.

Each student is aware of where their targets are for the week and these are referred to throughout their week in school.

CONSEQUENCES

Consequences are deployed to help the student change their behaviour and for the good of the Kingsbrook School Community, preparing them for living within the community. Students are encouraged to reflect upon their actions and resolve their issues with their peers during their weekly key working/welfare meetings with their teacher.

The behaviour system and consequences are in place to instil within students the recognition that in all areas of society there is a requirement for boundaries and acceptable behaviours. However, the ethos at Kingsbrook School is to promote achievement and good behaviour by a combination of incentives and achievement. Given the level of need of the students and their mental ill-health, suspensions are not given as a consequence. The ethos is that each young person is welcome to attend school and if undesirable behaviours are displayed, they will be fully supported through this. With the degree of attachment difficulties, the majority of our students experience, a suspension would easily be misinterpreted by the student as a 'rejection' and would therefore reinforce their feelings of being 'unwanted'. This is why suspensions are not considered lightly.

Please see Kingsbrook School's Suspension and Ending Placement Procedure for further information.

The behaviour tracking system recognises the most undesirable of behaviours:

- Bullying
- Damage to property
- Racism
- Refusing to attend lessons
- Sexually explicit or inappropriate language
- Violence, towards staff or students. (This includes '**play fighting**').

If there are occurrences of these behaviours during the day, if appropriate to do so, they are addressed with the student immediately. If not appropriate at the time, they are addressed during the student's weekly key working/welfare meeting at the end of the week. Careful and concise monitoring of undesirable behaviours are totalled at the end of each week and then the term and this data informs the student's progress profile grid targets for the following week.

Behaviour incidents are entered onto Kingsbrook School's MIS called Engage. These incidents are reviewed by a member of the Senior Leadership Team and an analysis of the incident and behaviours exhibited are undertaken. This will result in any further action being taken and decisions made as to how best support a student to develop positive behaviour strategies and thus inform a student's behaviour scale and individual risk assessment.

Behaviour Scales

Behaviour Scales are a means to identify undesirable behaviours at varying degrees such as being from agitated to exhibiting dangerous behaviour either to themselves or others. There are five levels of behaviour and descriptions of how each student presents and are written at each stage, so all staff are aware. Below each stage are the known strategies that work for each student to stop their behaviours from escalating to the next level up and to reduce their anger and anxieties until they have calmed and resumed positive mood and behaviour again.

Kingsbrook's Ethos

Our overall aim for each student is to provide a reward based, not punitive approach to developing positive behaviour choices. This ensures students can experience recognition for their positive behaviours and less desirable behaviours are reflected upon with the student to enable them to learn how to manage their negative feelings and as a result, negative behaviours, in a more socially appropriate and positive way. With social skills and emotional literacy lessons incorporated into the curriculum for every student; this is further reinforced as a whole school approach, not just when negative behaviours are exhibited.