

BEHAVIOUR POLICY FOR CHILDREN WITH COMPLEX SEND NEEDS

BEHAVIOUR AND DISCIPLINE POLICY

It should be read in conjunction with:

Anti-bullying
Safeguarding Policy
PHSE/SMSC/RRSA curriculum
The ECT induction policy
Induction checklist
SEND Policy

This policy for behaviour and discipline outlines:

School rules
Aims and Expectations
Rewards
Hierarchy of Sanctions
Sanctions that are not appropriate
Sanctions for playtime
Staff roles

AIMS AND EXPECTATIONS

- We believe that social interaction based on mutual respect is a fundamental basis for an optimal educational environment. The school behaviour policy is therefore designed to support the way in which all members of the school can live, work and learn together in a supportive way within an environment where everyone feels happy, safe and secure.
- The primary aim of our behaviour and discipline policy is to develop desirable behaviour, respect, self-discipline and to promote the values of the school through SHARE (Safety, Health and Happiness, Achievement, Respect, Equality) and to promote good behaviour through our CRISP expectations (Conduct, Respect, Independence, Selflessness and Perseverance) Our policy is designed to promote good behaviour and to deter anti-social behaviour.
- The school expects every member of the school community to behave in a considerate way towards others, however we recognise that for some children this is a difficult concept to understand and/or to act upon.
- We treat all children fairly and apply this behaviour policy in a consistent way in so far as considering the cognitive ability of children to understand behaviour expectations and/or their ability to communicate effectively, understand behaviour concepts and whether they are experiencing anxiety/dysregulation.
- We recognise that problems of behaviour in school are usually the product of the complex interaction between the individual, school, family, community and wider society, and all behaviour is a communication.
- We will put in place measures to support the development of positive behaviour, which are proportionate.

- We will refer children to external SEND agencies, as soon as an issue that cannot be dealt with by class teacher, the SENCO or the Deputy Head Teachers.
- As a Rights Respecting School, children are taught about their own rights as set out as articles in the United Nations Convention on the Rights of the Child (UNCRC). As such, children are taught to respect the rights of every other child in the school and this underpins our behaviour policy. However, we understand that our children with complex needs may not understand these rights, so they are simplified, for example, every child should have a turn at playing with a toy.

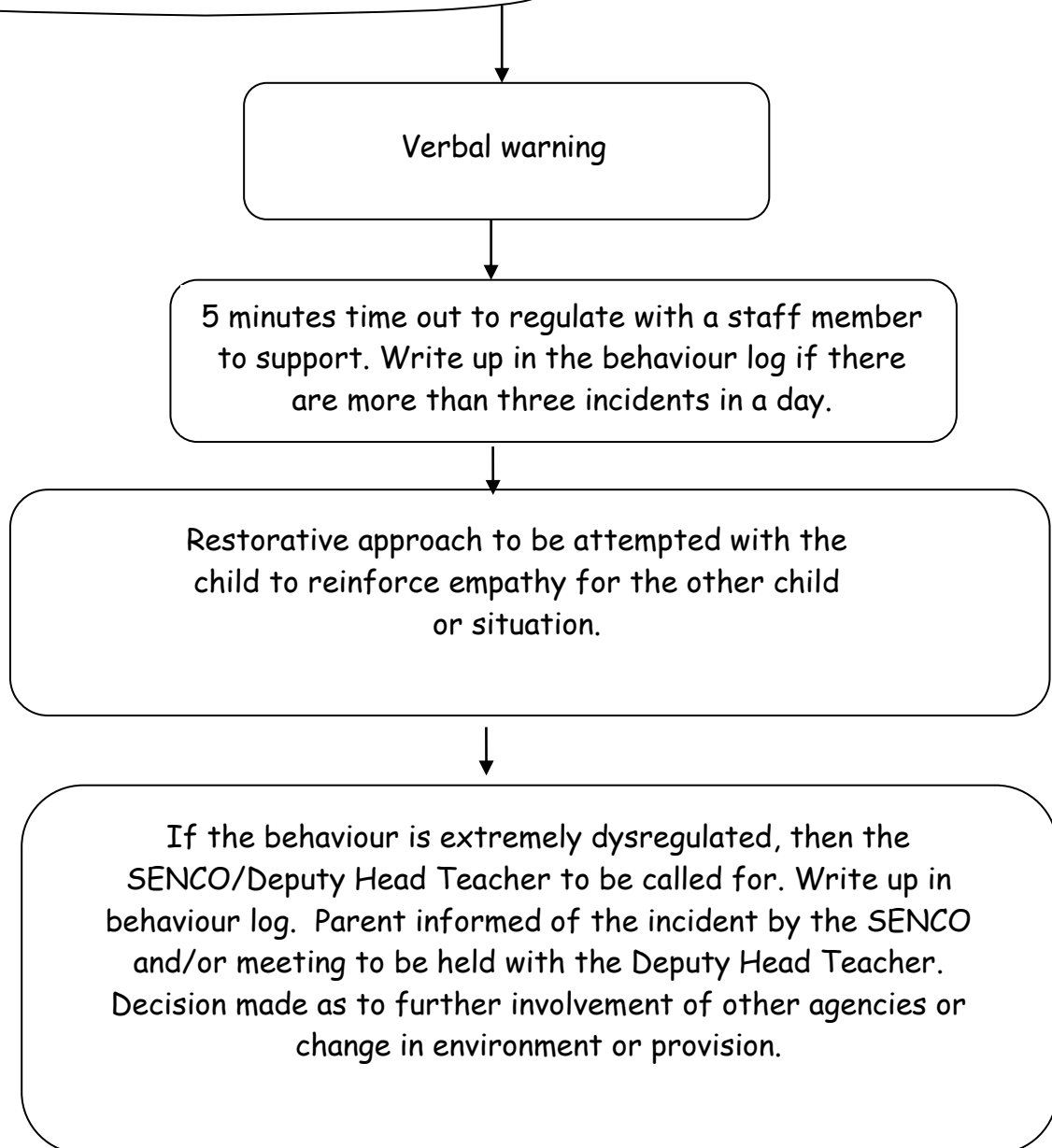
THE LEARNING ENVIRONMENT

The learning environment is a key factor that can contribute significantly to encourage positive behaviour. Therefore, the first focus for intervention and change should be the environment and not the child. If staff are experiencing behavioural difficulties with a child or group of children, then they are invited to discuss this with the Deputy Head Teachers and SENCO. An environmental checklist will be used to audit the class and school environment, to address areas for improvement and to adopt a plan of action in particular around ensuring that the environment is low arousal and places low demands on the children.

SANCTIONS

In the event of unacceptable behaviour, the following hierarchy of sanctions should be implemented. All staff and children need to be fully aware of which sanctions can and cannot be used.

Hierarchy of Sanctions



Behaviour Intervention

STAGE 1: Environmental checklist – Behaviour Environment Plan.

STAGE 2: Discuss with SENCO/Deputy Heads. Individual children – Individual Plan.

STAGE 3: Consult with outside agencies: Educational Psychologists, CAT, PSS, etc.

MANAGING CLASSROOM BEHAVIOUR:

Discipline should be achieved wherever possible by a positive attitude between teacher and child: rewards for good behaviour should be immediate and relevant.

VERBAL PRAISE:

Children should receive positive praise for good effort, good work and good behaviour. If it is appropriate, the child can be sent to senior teachers for praise.

CRISP and Afternoon Tea:

All staff can award a good to be green sticker in one or more of 5 categories.

C- Conduct

R - Respect

I - Independence

S - Selflessness

P - Perseverance

A child who has tried hard to show good conduct, respect, independence, selflessness or perseverance will be chosen each week and presented with a sticker and once a term they will spend time doing something they enjoy with an adult they enjoy being with.

REWARD STICKER CARDS:

Stickers are given to children for good work, effort and behaviour. When a child completes the reward card, he/she takes the card to the head teacher and a new reward card with the first sticker is given to the child. Parents will be invited to the following Friday's assembly where they will be presented with an award.

Card 1 both sides- Canterbury Cross Super Star Buggly Pen

Card 2 both sides - Canterbury Cross Super Star Pencil Crayons

Card 3 both sides - Bronze Award Star

Card 4 both sides - Silver Award Star

Cards 5 both sides - Gold Award Star

Cards 6 plus both sides - Sparkly Star

Stickers can be given by any adult or prefect when extra special achievements are noted. Some children may require a sticker for their card and their jumpers.

HEAD TEACHER'S REWARDS:

If a child has completed a good piece of work, or worked very hard, then the SENCO or Deputy head Teachers or Head Teacher can go to the child and give them a special sticker during the last 15 minutes of the day.

SCHOOL RULES:

All children will be taught what the behaviour expectations are from Nursery to Year 6 throughout the year. This will be done as part of weekly PHSE (PSED in Early Years), assemblies, SMSC days and RRSA teaching of the rights of the child.

BEHAVIOUR AND ANTI-PREJUDICE BOOK:

Every class has an "Anti-prejudice and Behaviour" book which needs to be completed by any adult working within the class. Any behaviour incidents that have meant the child has had three time outs in a day or has experienced extreme dysregulation will be recorded in this book. The behaviour book will be monitored weekly by the SLT. Children who appear frequently within the book have their behaviour discussed with the SENCO/SLT to ensure the provision/environment is appropriate for them or if it needs adaption.

Sanctions that should not be included:

- Removing stars from reward cards.
- Removing children from any lessons ie PE, Swimming, unless the incident has happened in that lesson. SLT must be consulted, and in these instances parents will be informed as to why their child has been withdrawn.
- Standing children outside a classroom door.
- Leaving children unattended in the hall.
- Keeping the whole class inside at break/lunch times.

In some cases, the nature of the incident might be severe, in which case, the Head Teacher, Deputy Head Teachers, SENCO or SLT should be informed.

Incidents include:

- Physical violence
- Persistent bullying
- Vandalism to school property or that of peers and staff
- Inappropriate behaviour while on a school trip
- Verbal abuse
- Racial abuse
- Child on child abuse
- Serious online behaviour incidents
- Suspected criminal behaviour will initially be assessed to decide if it needs to be reported to the police

At Canterbury Cross, the following items are banned and children must not bring them to school:

- Sharp implements
- Vapes/cigarettes
- Alcohol
- Phones, ipads, etc.
- Phones, SMART watches, SMART glasses, electronic devices including SMART tags.

If children have any of them, they will be asked to hand them in, and they will be given back to parents at the end of the day. School staff are able to search for these items if they suspect children have brought them into school.

STAFF ROLES:

All staff need to work together as a team to implement and reinforce the guidelines for the management of behaviour throughout the school, in order for it to be effective and successful.

- All adults in our school have high expectations of the children in terms of behaviour and take an active role in promoting this at all times.
- All adults treat each child fairly and enforces the expectations ~~school/class rules~~ consistently. All adults treat all children in their class with respect and understanding.
- If a child misbehaves repeatedly in class, the adult keeps a record of all such incidents. In the first instance, the teaching staff deal with incidents themselves. However, if misbehaviour continues, they seek help and advice from the SENCO/Deputy head Teachers.
- Teaching staff to support children in making the right choices.
- Teaching staff to refer children to the SENCO/Deputy Head Teachers, when more long term support is required.
- The school works closely with external agencies to support those children whose needs are greater than can be addressed through the school system alone.

We recognise the importance of the classroom environment, in its widest sense, in promoting positive behaviour. The behaviour environment audit will be used to support teachers in evaluating the class behaviour. The class teacher has to fulfill the following responsibilities:

- Ensure that work set is matched to the child's ability and that different needs are acknowledged.
- Organise classrooms effectively and to make the classroom tidy and stimulating.
- Allow children to take ownership of the environment and to give the children responsibility
- Discuss rewards and punishment with the children and to be consistent and proportionate.
- Challenge their own perceptions of children and their own actions in managing behaviour.
- Use behaviour record log to monitor behaviour.

THE ROLE OF THE SENCO/ DEPUTY HEAD TEACHERS

- Support meetings with parents in regards to behaviour.
- Support all staff with the implementing of the school's behaviour policy through staff CPD and induction.

- Liaise with outside agencies where applicable.
- Offer support to children and parents.
- Be available at lunchtime to support supervisors.
- Create risk assessments.

THE ROLE OF THE HEADTEACHER

- It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school and to report to the named trustee on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children and staff in the school.
- The head teacher will support teachers to cope with and to solve the problems of behaviour in their classes.
- The head teacher keeps records of all reported incidents of behaviour including details of any action taken.
- The head teacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour, including child on child abuse. The exclusion policy will be followed at this point, including reintegration. **For very serious acts of physical or anti social behaviour, the head teacher may permanently exclude a child.**
- **In exceptional circumstances, where a child poses serious risk of injury to children or staff, the Head Teacher may refer the matter to the Board of Trustees and pursue immediate permanent exclusion after the first event.**

THE ROLE OF PARENTS

The involvement of parents in school life can help break down barriers and negative attitudes towards learning. A positive relationship between teachers and parents can influence how a child perceives the teachers and the school's authority. Parental responsibility can be seen as extending beyond the individual child and should involve supporting a positive school ethos and accepting that school is the appropriate educational environment.

- The school works collaboratively with parents, so children receive consistent messages about how to behave at school and at home, through SLT.
- We explain the school rules in the school prospectus and in the home school agreement.
- We expect parents to support their child's learning, and to co-operate with the school as set out in the home school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have any concerns about their child's welfare or behaviour and ask parents to inform school of the same.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact their child's teaching staff. If the concern remains they should contact the head teacher. If these discussions cannot resolve the problem, a formal grievance or appeals process can be implemented, following the school's complaints procedure.

- All parents are expected to behave in manner which is respectful. Any acts of threatening or aggressive behaviour towards staff or other children will be reported immediately to the Head Teacher, and, where necessary, the police.

THE ROLE OF THE TRUSTEES

- The Trustees have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The trustees support the head teacher in carrying out these guidelines.
- The Board of Trustees will convene a Pupil Discipline Committee to hear appeals against exclusions.
- The head teacher has the day to day authority to implement the school behaviour and discipline policy, but the trustees may give advice to the head teacher about particular disciplinary issues.