



The Edith Borthwick School BEHAVIOUR POLICY

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Lead Governor	Ruth Sturdy
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The Edith Borthwick School

Behaviour Policy

INTRODUCTION:

The Communicative Function of Behaviour:

Behaviour management and the promotion of positive behaviour do not constitute a discrete, separate element of life at The Edith Borthwick School. We believe that all presenting behaviours, whether belonging to learners or staff, are communications and as such efforts should be made to understand and respond appropriately to them.

We embrace the view that most, if not all, behaviour is fundamentally good in intention - designed to safeguard the physical and/or emotional survival needs of the individual/s concerned. Poor behaviour therefore represents the expression of legitimate needs, albeit inappropriately expressed.

For example, a need to belong, to think of one-self as loveable and to have self-worth are experienced in school situations as the need for:

- Attention;
- Justice/reparation;
- Power & control (issues of choice/task avoidance);
- Acceptance and affiliation (friendships and companions);
- Access to tangible resources;
- Stimulation (avoidance of boredom)
- Expression of self.

Emotional Objectivity:

Behaviours represent responses to experiences; these experiences generate emotions which in turn drive the presenting behaviours. All too easily learner behaviour can be misconstrued by educators as deliberate attempts to 'wind' them up and therefore personal. The reality is somewhat less straightforward, though often linked to how learners perceive themselves to be perceived, and subsequently treated, by educators. Educators need therefore to maintain an emotional distance between themselves and classroom events and constantly evaluate their responses to them. It is our collective task to better understand the 'behaviour as communication' process to ensure where necessary that the most appropriate means of communicating need is simultaneously promoted and/or directly taught.

All school staff are encouraged and supported to better understand learner communications and the relationship between responses given and the behaviours they elicit. As educators we need to recognise that we cannot ever hope to effectively control children's behaviour. This recognition will allow us to focus our energies upon the more achievable task of positively influencing and inspiring learners toward more appropriate behaviour, directly teaching replacement behaviours, coping strategies and thereby proactively eradicating attainment limiting factors that are open to their influence.

SHARED VALUES & BELIEFS:

The principles described above provide the basis of reasoning for all our actions pertaining to the management of learner behaviour and inform the content, application and on-going development of our behaviour and policy. We endeavour to create an environment where all learners can be effectively supported towards academic, social and emotional attainment by adults equipped to develop positive working relationships with learners. Relationships through which to guide, inspire and influence them toward personal success. The values characteristic of our approach to working with learners and each other can be expressed within the following framework of rights:

We believe in the right of all school community members:

- To feel physically and emotionally safe;
- To learn and develop to the best of their ability;
- To be respected and valued as an individual;
- To a learning environment where tolerance, fairness and courtesy prevail;
- To express their views, be listened to and consulted;
- To clear and consistently applied expectations and boundaries;
- To learn from our mistakes through opportunities to discuss them;
- To accept responsibility for their own behaviour and make amends;

The Holistic Approach:

This policy should be read in conjunction with the following policies:

The Anti-bullying policy

The Curriculum Policy

The E-Safety policy

The Positive Handling and Physical Intervention Policy

The SEND Policy

Aims and Values:

The Edith Borthwick School aims to 'enable everyone to reach and go beyond their potential'

Our shared values are:

- ✓ Achieve
- ✓ Accept difference
- ✓ Respect each other
- ✓ Stay safe
- ✓ Be positive
- ✓ Show passion
- ✓ Trust each other
- ✓ Have fun

Strategies for Supporting Behaviour - Introduction

We view each of our learners with unconditional positive regard. All behaviour is meaningful communication. Learners on the autistic spectrum and with a variety of other needs may exhibit behaviours which reflect their diagnoses. All strategies need to be appropriate to the needs and understanding of each learner.

Staff need to recognise that learners' behaviour may be caused by physical discomfort e.g. thirst, hunger, becoming overheated or pain; or sensory overload e.g. noise, light, temperature.

Practical Strategies to support Positive Behaviour:

All staff will be trained in the principles of Therapeutic Thinking (formerly known as Essex STEPS) so they will understand the communicative function of behaviour and be given the tools to further understand a learner's behaviour through use of roots & fruits and anxiety mapping. The Pastoral lead and team of Therapeutic Thinking tutors will ensure staff are supported and given sufficient development to best support our learners.

Staff are to take every possible opportunity to praise good behaviour both verbally and non-verbally and when appropriate praise learners' who model expected behaviours.

Communication should be at a level which is understood by the learner and enables them to express themselves in an individual way. Consider how best to support learners understanding and when necessary seek guidance from Speech and Language Therapists.

The curriculum should provide opportunities for learners to develop self-esteem, confidence and understanding of their and others emotions.

Focused learning: make tasks achievable; ensure clarity and consistency of expectations and communication.

Promote positive relationships between all members of the school, both learners and staff.

Present information visually, for example through use of symbolised text, to aid the learner's understanding.

Should extra advice be required for a particular behaviour, the school seeks advice from the Educational Psychologist, school nurse, Occupational Therapist or Speech and Language Therapist.

Behavioural support

All learners have Personal and Social Support Strategies (PSSS) which are written identifying the optimum way to support a learner to show the most desirable behaviour, then behaviours which need support, possible triggers and agreed strategies to support the learner's behaviour. Where a learner's behaviour continues to give rise for concern the Class teacher will seek further guidance and support from the Pastoral team. PSSS's will be reviewed on at least an annual basis, those presenting with higher levels of risk will have a more bespoke PSSS, which may include a risk reduction plan.

Staff log incidents of difficult or dangerous behaviour using CPOMS (a computer-based tracking system). The Pastoral lead analyses incidents of difficult and dangerous behaviour on a ½ termly basis and leads the Therapeutic Thinking tutor team to provide invaluable support for managing the behaviour and then amending our strategies to enable learners to show more appropriate behaviour in the future, as well as keeping staff and other learners safe.

Parent/carers are informed of achievements through home school books and through consultation meetings and the Annual Review process. If behaviour at home is giving cause for concern, applicable support and guidance will be given.

Where extra support is required the school is able to consult with their IP (Inclusion Partner) and EP (Educational Psychologist) for further advice and input as appropriate. Where necessary, school staff may refer learners to other professionals, e.g. the school counsellor, CAHMS, or the Children and Families Hub for support for themselves and / or their families.

Educational Visits and Educational Residential Trips: If for any reason a learner's behaviour poses a health and safety risk the learner will not go out of school - see guidelines for Educational Visits.

Suspension and Exclusion are only considered in extreme circumstances and will only be processed as a last resort by either the Head or their representative. Permanent exclusion will only be considered if there are serious Health and Safety issues. Exclusion procedures will comply with current guidance.