



## **Behaviour Policy**

We place the emotional, physical and social wellbeing of our students and staff at the forefront of all we try to do. Each of our schools differs in cohort and so has developed its own approach to behaviour and how it is managed. Each school has a policy that reflects this.

This is the Southview School and College policy which is designed to uphold the values of the school, and the wider values of Hope Learning Community. Southview School is a unique school in Essex being the only PNI (Physical and Neurological Impairment) school in Essex, and our policy reflects the specific needs of our children and students.

Our school completes a termly report which includes incidents of behaviour to the full Trust Board. The report is discussed, and any changes would be implemented in order to continuously improve.

### **Philosophy**

Our behaviour principles should provide children and students with a framework for achieving self-discipline and assuming responsibility for their own behaviour. Self-discipline involves staff, children and students, home and school working together to promote good behaviour that underpins community cohesion. It involves discussion about co-operation and an ethos of calm respect. Good discipline permits children and students and teachers to work effectively within school and prepares them for community living. Discipline is based on respect of, and regard for, community rights. It requires staff and children and students to accept a range of individual and shared responsibilities. Discipline must be based on fair, explicit and consistent rules of conduct and mutual respect. These rules should be negotiated and agreed between staff and children and students and be an integral part of the schools ethos which is based on mutual respect and understanding.

Our mission statement is '*Be your very best*'. This relates to all aspects of a child or student's life at school and in the wider community, their attitude to their learning experiences, and their relationships with their peers and all adults.

### **Principle Aims**

For the school to work closely with parents to enhance their child's education.

To ensure a consistent approach to education.

To ensure a consistent interpretation of what is meant by behaviour.

Our principles seek to ensure that each child or student:



- Has their good behaviour recognised and celebrated.
- Should be able to secure their individual rights within society through their own efforts.
- Has the opportunity to succeed, and receive praise and reward as defined by each of the three school phases, Primary, Middle School, and College.
- Shows and receives respect within school.
- Accepts responsibility for his/her own behaviour.
- Is an equally valued member of the school community.
- Recognises the rights of others irrespective of race, gender or culture in and out of school.
- Understands British values.
- Knows the acceptable behaviours of school, family and society.
- Has a variety of strategies available to him/her to resolve conflict.
- Is aware of the consequences of bad behaviour and recognises that they are fair.
- Is given the opportunity to discuss behaviour with a member of staff.

**We expect these approaches to be evident in all we do, and amongst ALL the relationships at school.**

## **GUIDES FOR IMPLEMENTATION**

### **Staff responsibilities**

It is the responsibility of all staff at Southview School to respond to child or student's behaviour by recognising and praising good and appropriate behaviour. This will be promoted through our reward systems, presentation of certificates and celebrating achievement.

- This will be achieved by supporting staff in expecting and modelling good behaviour for all children and students.
- Staff will all sign up to the Professional Expectations for Southview School which lays out how the caring and respectful ethos of the school will be achieved.
- Recognise that for some children and students it may be appropriate to implement a Behaviour Management Plan which lays out specific strategies and ways of working to support them. These will be agreed with the parents and reviewed termly.
- Recognise the need to support all children and students through an Annual Review of the EHCP.
- Inform parents of concerns, and seek to actively involve them in solutions.
- Respond calmly to inappropriate behaviour, remaining in control, and dealing with the situation positively and without exacerbation.
- Seek advice from school leaders where attempts to manage behaviour have been unsuccessful.



- Recognise that each child or student is an individual and may need a variety of strategies and responses to different situations.

#### Children and students responsibilities

- Children and students are required to behave appropriately in a variety of supervised and unsupervised contexts within and beyond the school, which encompasses both learning and leisure times.
- They are required to show respect to everyone in the school setting.
- They should each be given the opportunity to correct/adapt his/her behaviour within a context of managed staff responses that are explicit to each child or student in the school.
- Approach a member of staff and ask for help if they are finding a specific situation or activity difficult, and ask for help.

#### **APPROACHES AND SPECIFIC STRATEGIES**

For those children and students requiring a specific Behaviour Management Plan, these should be written collaboratively with all staff supporting the child or student, and different thoughts and reflections added to gain an overall picture. This should be led by a member of the Leadership Team. Detailed written evidence should be collated to pinpoint specific times and details of the problem behaviours.

Parents need to be advised of the behaviour, and asked to contribute to the plan where appropriate. They should sign a copy to show they are in agreement, and this should be kept on file and reviewed, at the very least, annually.

The plan should be made available to all staff in contact with the child, including Midday Assistants and cover staff. This will ensure continuity.

All Behaviour Management Plans should be recorded against, to show their effectiveness, or where they might need 'tweaking'.

Outside agencies may be contacted for advice by the Head if problems persist or seem to be escalating.

The information above is written in compliance with section 89 of the Education and Inspections Act 2006.

Review Date: October 2020

Next Review: Autumn 2023