



Tai Education Centre



BEHAVIOUR POLICY



This policy is a statement of the values, goals and principles concerning the management of behaviour across the school. It forms the basis for staff training and ensures a school wide approach to encourage parity.

It offers a framework for assessing the degree of interventions required for individual pupils. The policy is based on the model offered by the School wide Positive Behaviour Support Model which is a whole school approach.

This policy document is distributed to all members of teaching staff and can be downloaded on the school network – Staff Resources.

Behavioural Aims

Clear expectations of behaviour are stated.

Expectations should be taught to pupils and shared with parents.

The system in place will recognise and reward pupils meeting school wide expectations.

Consistency and fairness to be evident.

The system will provide consequences for unacceptable behaviour.

All staff to be trained and will thus be committed to the same goals.

Fostering positive relationships with families in order to involve them in behavioural expectations.

Data to be collated on individual pupils behaviour. This will inform when a pupil requires to access secondary intervention to support behaviour.

Teaching Behavioural Expectations

At Tai Centre we believe that good behaviour should be taught in the same way as other curriculum areas. Some of the strategies to teach the school wide expectations to pupils are:

Social stories.

Circle time activities.

Personal and Social activities e.g. through SEAL and Incredible Years.

Role playing of situations.

Group cohesion activities.

Power point presentations.

The essential features which should be used as strategies at all time whilst teaching expectations are:



Clear instructions.

Opportunities for practice.

Opportunities for feedback.

Reinforcement.

Specific strategies will vary, based on teachers' styles and strengths and will be based on learner needs.

The School wide Expectations of behaviour are:

Be respectful.

Be the Best You that you can be.

These expectations are broken down into specific behaviours expected across all areas of the school.

In the Classroom

Be Respectful

Say please and thank you.

Use kind words, kind hands and kind feet.

Share your materials, your toys and your teacher.

Communicate before you lose it.

Accept that we are all different and give others their space.

Be a good listener to your teachers and your peers.

Be the Best You

Give it a go.

Keep trying when things go wrong.

Ask for help when you need it.

Help others when they need it.

Do your best work.

In School Corridors, Hall and Between Buildings

Be Respectful

Speak in your inside voice.

Walk with soft quiet feet.

Keep your hands to your sides.



In the Dining Hall

Be Respectful

Keep your feet on the floor.

Use cutlery correctly.

Close your mouth when eating.

Use kind words, kind hands and kind feet.

Talk only to those on your table.

Focus on your food and give others their space.

Wait for everyone at your table to finish eating.

Be the best You

Give new foods a go.

If you don't like it just leave it.

On Arrival/Departure from School

Be Respectful

Wait for your name to be called.

Speak politely with your escorts and drivers.

Listen to instructions from adults.

Be the best You

Follow safety rules.

Walk directly to your classroom or Breakfast Club in the morning.

Tell your teacher straight away if you had any problems.

At Playtime

Be Respectful

Use kind words, kind hands and kind feet.

Look after equipment.

Only use school equipment.

Give others their space.

Be the best You

Be a team player.

Be a good sport.

Follow the rules of the game.

Ask others to join in.

Use the Help Zone when there is a problem.

These expectations are clearly displayed in all areas around the school and referred to on a daily basis to reinforce expectations.

A number of different strategies are in place to assist the implementation of the Behavioural Programme:



Token Economy System

The school timetable is broken down into five sessions including break times. Pupils may achieve 10 points per session for meeting personal goals aligned with expectations.

These points are totalled on a daily and weekly basis and Certificates of Achievement are awarded at the end of the week during Assembly. Pupils need to attain 88% of available points each week in order to access 'Golden Time'. Golden Time takes place for the last 30 minutes each Friday afternoon when pupils access unstructured activities. On occasion pupils may gain their Certificate of Achievement but may still lose a specified number of minutes off 'Golden Time'. (See Sanctions).

Parents of pupils who have attained the desired points will receive a daily text informing them of this.

In Lower School, in addition to a text, the pupils are awarded a coloured smiley sticker (bronze, silver, gold) for each session during the day, and the stickers are taken home by the pupils. The system is explained to parents on pupil entry.

Gem Merit System

Pupils are able to earn an individual gem for good behaviour and good work. Gems may be given out by ALL members of staff and may be given to any pupil in the school. Staff should aim to give out at least 5 gems each day. Pupils who attain a weekly Certificate of Achievement will also receive an additional gem.

Group gems are earned by a number of pupils working together. Classes or specified groups may earn group gems if all members meet the behavioural expectations. The expectation will differ between classes as they should be age and stage appropriate. The message which is constantly being reinforced to pupils by staff is that Teamwork means faster progress!

The goal of the Gem Jar System is to increase reinforcement for meeting expectations in all areas of the school. Individuals and groups earn gems which are put into a jar. All pupils earn a reward when a gem jar has been filled. The reward should take place as soon as possible after this.

On times, rewards will be decided by staff and will not necessarily be shared with pupils until just before they take place. Other times, pupils state their opinions/desires for rewards and when possible these wishes are accommodated.

Sanctions

At Tai Centre, we believe that pupils should be encouraged to give of their best and achieve their potential and staff encourage this by the constant use of praise, positive reinforcement and rewards. There are times when pupils engage in behaviour which is not considered acceptable within the School Wide Expectations. In these cases, sanctions will be used.

The philosophy concerning sanctions at Tai is that:

Fewer sanctions are needed if the reward system is consistent.

A verbal warning should be given to a child before a sanction is used.

The sanction is aimed at the behaviour exhibited by the pupil and not the person.



Sanctions should be delivered as quickly as possible after the unacceptable behaviour is exhibited.

Some of the sanctions used are as follows:

Verbal warning.

Sitting away from peers in the classroom.

Withdrawal of lunch or break time privileges. Sometimes it will be necessary for pupils to make up the work which they have missed during break times. At other times it will be considered appropriate for pupils to miss break times but they will be able to access an activity of their own choice. Pupils will still be able to attain points in accordance with the Token Economy System if they accept the sanctions and co-operate.

Withdrawal from a particular lesson or group to complete work in isolation.

Withdrawal from school trips or activities which do not take place on school premises. Pupils will remain in school and will be directed by the teacher to complete alternate activities. These will, as far as possible, link closely to the specific activity which they are not included on.

Parents/Carers to be informed and strategy meetings arranged as appropriate.

Withdrawal to Rest and Recovery Room.

Implementation of Physical Handling Plan after attempting de-escalating strategies as identified in Risk Assessment for each pupil, (See Physical Restraint Policy).

Fixed exclusion:

This may be used as a sanction as a result of certain behaviour e.g.

- a. repeated verbal or physical aggression towards adults or pupils.
- b. behaviour likely to cause danger to themselves or others.
- c. bringing weapons or other illegal substances into school.
- d. when inappropriate behaviour is detrimentally affecting other pupils despite Secondary and Tertiary Interventions.
- e. frequent or constant absconding.

It is considered that the Universal Interventions used in the School Wide Systems will be effective in managing the behaviour of the majority of pupils.

It is the case, however, when pupils are still displaying unacceptable behaviour and these pupils will be identified via Behaviour tracking and a Secondary Intervention Strategy (tier 2) will be introduced.

All Certificates of Achievement will be recorded on a tracking file and Secondary Intervention will be accessed by a pupil if they do not achieve their certificate for three consecutive weeks. A minority of pupils will access Secondary Intervention due to a number of serious incidents of behaviour over a shorter period.



Secondary Intervention

This consists of the identified pupil being referred by class teacher to Tier 2 of School Wide Expectations. The specific problematic behaviours exhibited by the pupil will be highlighted and the expectation will form the target for the child.

A Check In Check Out (CICO) Co-ordinator will be nominated in Upper and Lower School, and the pupil will meet the Co-ordinator at the beginning and end of each day. The pupil will set their point goal for the day and points will be given for each target behaviour in each session. Parents will be informed and CICO reports will be sent home on a daily basis. Pupils will return the signed form back to school. It is important that the philosophy of this system is explained to parents by CICO Co-ordinator. Parents are encouraged to praise successful behaviour but discouraged from commenting on inappropriate behaviour.

Each pupil on CICO System will be assessed every 2 weeks and a decision to continue 2nd Tier Intervention or return to Lower Tier will be made in discussion with Senior Management and Class Teacher.

Tertiary Intervention

A very small percentage (estimated below 5% of school population) will require Tier 3 Intervention. This involves devising specialised, individualised systems for these pupils. They are given a higher level of support by CICO Co-ordinators and other members of staff.

School Wide Behaviour Support

This behavioural policy is specific to the Tai Centre and has been devised to reflect the needs of all the pupils who attend. In order to be truly "School Wide" it is imperative that the principles and values are implemented in a 'pure' form. Many of the pupils who attend Tai Centre are troubled and have experienced failure in previous educational settings. Pastoral support will be given to pupils on a needs led basis and it is important that relationships are built with staff in order to develop trust and to increase self-worth and confidence. The ultimate aim of this behavioural policy is that pupils will begin to absorb and generalise expectations and will learn to manage their own behaviour in other settings through these principles.