

West Kirby School and College



WEST KIRBY SCHOOL AND COLLEGE

Behaviour Support Guidelines

September 2020

INTRODUCTION

This document has been formulated in order to provide staff with clear guidelines in relation to 'supporting pupil behaviour'. What follows constitutes a firm basis for practice and staff are directed to address the principles involved and apply them consistently in pursuit of 'a whole school approach' to this issue.

The guidelines relate closely to the school's aims, support its policies on 'care' and 'behaviour', and underpin its behavioural ethos. They should be read in conjunction with the behaviour policy.

Without an orderly atmosphere, effective teaching and learning cannot take place. Moreover, if the school is to be effective in delivering its affective curriculum, staff must be clear about the values which underpin its behavioural aims, and therefore matter within the school.

THE SCHOOL'S RULES AND EXPECTATIONS

The school's rules and expectations relate closely to its behavioural values. Pupils are undoubtedly more likely to accept the school's rules and expectations if they are clearly understood. To this end they are positively presented and explicit. They have also been purposely kept to a minimum.

Rules

In brief all members of the school community are expected to behave in a responsible manner, showing respect, consideration and courtesy for others at all times. Pupils must have particular regard for their own safety and that of others.

See attached 'Keeping Us Safe at West Kirby' for a detailed list of rules agreed by the school community and on view in all rooms across WKS.

Expectations

1. Show respect and consideration for others
2. Show respect for property
3. To be fair
4. To be trustworthy
5. Respect yourself
6. Show self-control and discipline
7. Honour commitments and keep promises

8. Take personal responsibility for your own behaviour
9. Help other less fortunate than yourself
10. Solve problems in an appropriate manner.

Pupils need to know and understand the boundaries of acceptable behaviour. The school's rules and expectations clearly mirror those of any ordered community and should be reinforced at every appropriate opportunity. This being the case, it would be reasonable to assume that in time, pupils will learn the school's rules and expectations off by heart.

In the broader sense it is clearly possible to extend the issue of expectation to cover for example, behaviour in a dining room, behaviour on the playground or field, or any number of group situations. The expectations associated with day to day settings, however, are beyond the scope of this guidance and should not be confused with the above, which are general expectations that should be applied to all aspects of school life. (See School rules)

Knowledge and Understanding

All staff should have a knowledge and understanding of:

1. The aims and objectives of the school
2. The school's philosophy and methodology
3. The behavioural aims of the school
4. The values that underpin the behavioural aims of the school
5. The school's rules and expectations

6. The background and personal circumstances of individual pupils, as well as recent/current events in their lives;
7. Any 'agreed strategies'
8. SPELL (National Autistic Society) should be embedded in practice to aid members of staff in understanding and responding to the needs of Autistic pupils.

Personal Relationships

1. Staff will endeavour to promote meaningful relationships with pupils and utilise the resultant vehicles of communication, modelling and social reinforcement to encourage and help pupils achieve the school's behavioural standards.
2. Staff will focus on children as individuals and through a positive mode of interaction translate the events of daily school-life into processes for promoting the school's values and standards of behaviour.
3. Focusing on potential and success and utilising positive reinforcement to help pupils achieve their individual goals and objectives, rather than continuously highlighting failures and shortcomings.
4. Modelling' appropriate adult behaviour at all times, acting in a responsible and calm manner, and above all keeping control of you own emotions and behaviour in difficult circumstances.
5. Generally establishing pupil confidence that;
 - They are known personally
 - Their progress is checked regularly and followed with interest
 - Support and guidance is available when needed
 - Problems will be sympathetically but professionally handled

Team Work

The following characteristics are fundamental to effective teamwork in 'Behaviour Support:

1. Confidence, cohesion, a sense of common purpose and an awareness and appreciation of the skills and attributes of colleagues.
2. The highest possible level of consistency, not only in relation to applying school rules and expectations, but also in terms of implementing its philosophy and methodology, including any agreed strategies.
3. **Planning** i.e. thinking situations through and agreeing strategies and approaches as necessary.
4. **Communication:** Communication is fundamental to the success of any strategy or approach, and is without doubt the key to effective 'day to day' pupil management.

5. **Record keeping:** records are essential in terms of assembling information for planning purposes. It is important that decision making is based in sound documented information, and not on unsubstantiated impression or opinions. All staff must ensure that records are maintained in accord with the school's policy/requirements. In so doing, information recorded should be factual, accurate and clear, but it is also helpful, where appropriate, for staff to record their own judgements.

TRANSLATING THEORY INTO ACTION

The school's approach is underpinned by a firm belief that initially at least, pupils manifesting emotional and behavioural problems to the extent that they have to be referred to a specialist school need, in their own best interest, to have fixed limits placed on their behaviour. Clearly, however, the ultimate goal is for pupils to resolve their presenting difficulties and thereby achieve emotional and behavioural self control. To this end the school utilises what is probably best described as an environmental approach based on its own 'system of behaviour management'. The system comprises two distinct elements, specifically, antecedent control and consequences.

ANTECEDENT CONTROL

Antecedent control is essentially concerned with 'making the conditions right' for pupils to function effectively. Along with Planning and organisation staff knowledge is critical in respect of antecedent control. WKS has adopted the SPELL framework (National Autistic Society), it is useful in helping staff identify underlying issues. SPELL aids staff in making the conditions right and stands for Structure, Positive (approaches and expectations), Empathy, Low arousal, Links. The following aspects of the school's methodology constitute 'antecedents', and are therefore open to control to a lesser or greater degree:

Rules, Expectations and Routines

Rules, Expectations and Routines link directly with the school's belief in the need to provide pupils with security. Pupils are considered to expect adults to exercise authority in this way. The need for consistency in the application of this form of antecedent has already been described as being fundamental to the school's task.

Individual Care, Clinical and Action Plans

Each individual pupil is unique and so are their problems, and within the framework of our general environmental approach, pupils must be treated as individuals. A pupil's individual circumstances should be reflected in their Care, Clinical and Action plans through which children should be made aware of 'where they are at' and 'where they are headed', thereby also engendering a sense of 'security through purpose'.

Relationships

Mention has already been made of the role of personal relationships in managing pupil behaviour and of the fact that staff are charged with the task of developing such relationships. At a basic level relating in respect of simply talking to children about the ordinary events in their lives and listening to them with attention and interest is important, because it confirms in them that they are significant and valued, and builds up trust. Additionally, not only can the events of daily life, i.e. the rules, routines, activities and behavioural interchanges that take place, be translated into processes for managing challenging behaviour, they can also be used to teach new and more appropriate behavioural skills. The concept of a relationship embraces a range of elements, e.g. communication, modelling, social reinforcement, etc., all of which have been previously described as being highly significant in the daily teaching and learning processes by which children ultimately achieve their behavioural goals and objectives.

A Positive Mode of Interaction

The majority of pupils referred to the school are well established in a cycle of failure which must be broken, thus, providing them with 'positive experiences' is also held to be fundamental. The benefits of 'positive behaviour support' in terms of both relationships and pupil performance are well documented. Clearly, it is not always possible to interact positively with children, criticism is sometimes a very necessary feature of adult-child interaction. Nonetheless, the aim must be to maintain a highly positive bias in favour of positive feedback/interaction, and to adopt a positively orientated approach to solving problems rather than, as previously stated, simply concentrating on the availability of consequences.

Promoting a Successful Curriculum

The more effective the school curriculum the better motivated its pupils will be. All curricular policies and schemes should in themselves provide for breadth, balance, relevance and differentiation, thereby promoting the conditions for curricular effectiveness, but it is the manner in which the curriculum is actually delivered to pupils 'on the shop floor' that will ultimately dictate its success or otherwise. In this

respect, providing a variety of stimulating and challenging activities, wherein there are opportunities for achievement, and generally endeavouring to recognise all aspects of that achievement, are fundamental.

Home-School Partnership

The school believes that home-school partnership is vital to pupil success, particularly as regards supporting and endorsing its behavioural standards and expectations. Every effort should be made to work in partnership with parents and to inform them about, and involve them, in the school's work. Communication with parents is essential if confusion, and indeed manipulation on the part of pupils, is to be prevented.

Consequences

The school's rules and expectations will be supported by a coherent framework of consequences for both positive and negative behaviours.

The school's system of consequences is also closely linked to its 'system of behaviour support'. This recognises the powerful relationship between 'behaviour and consequence' and attempts to utilise it to promote the school's behavioural standards, by providing a tangible means of relevant and proportionate consequences for both appropriate behaviour and inappropriate behaviour. However, it is important to recognise that positive reinforcement is a key factor as a means of bringing about behaviour change.

Positive reinforcement

Research has revealed that behaviour which produces consequentially rewarding experiences tends to be repeated, i.e. it is strengthened. Conversely, behaviour which is not rewarded is weakened and eventually extinguished. This leads to the assumption that consequences can either be rewarding or negative; rewarding consequences are likely to increase the frequency of behaviour; negative consequences tend to have the opposite effect. However, approaches utilising negative consequences have been shown to be less effective and at odds with creating a positive teaching and learning environment. Thus it is imperative that the school's system is based upon high frequency use of positive consequences.

However, there are a number of problems associated with actually selecting positive consequences, which are aptly summarised by the adage 'one man's meat is another man's poison', i.e. what one pupil finds rewarding another might not. Thus, consequences very much select themselves as a result of the effect they have in terms of behavioural outcomes, and one of the keys to a successful behavioural intervention is identifying what the child will actually respond to; when selecting consequences, consideration must be

given to the fact that the ultimate objective is for the improved performance to continue in the long term as a result of naturally occurring intrinsic reward.

Types of Reinforcement/Consequence

In behavioural psychology, reinforcement is a consequence that will strengthen an organism's future behaviour whenever that behaviour is predicted by a specific antecedent stimulus.

Reinforcement can be broken down into three types:

1. Social Reinforcement:

Social reinforcement occurs in any interaction between two or more people. Social reinforcement can be summarised as 'any form of attention that pupils want', e.g. praise, a smile, a wink, telling another adult something good about the pupil's behaviour in his presence, etc. They have a tremendous potential for changing behaviour, particularly in younger pupils, and they are by far the easiest to implement. Social reinforcement should be used as a major tool in daily interaction with pupils in the following ways:

- Praise pupils continuously, not just as a response to appropriate behaviour.
- Reinforce pupils who are behaving correctly.
- If inappropriate behaviour occurs and it is possible to ignore it, praise pupils who are behaving properly instead.
- If possible systematically ignore pupils who are behaving badly.
- Where a pupil who is misbehaving begins to behave properly, reinforce it immediately, and continue to do so.
- Purposely 'catch' pupils that are doing things right and reinforce their behaviour.

2. Activity Reinforcement

Activity reinforcement concerns any activity that a pupil may wish to do and which he is allowed to do as a reward for good behaviour. It is vital to identify these for each individual pupil and use them.

3. Tangible Reinforcement

These include giving something, i.e. a physical reward. Tangible reinforcement has a number of drawbacks, not least that they can create 'dependency'. If used, tangible reinforcers/rewards should always be paired with praise and replaced with social reinforcement as soon as possible.

The Going for Gold System

At WKS we run a system of consequence and reinforcement called Going for Gold. The points represent effort made in a specific area of the day; registration, lesson time, lunchtime, care etc.

Behaviour Support systems are operated, both in the school and in the residential setting. This is a positive based reward system. Shop points are earned, and not taken away. Staff are urged to use the system appropriately, in order that children can see the fairness of the system. Their perception should not be that they feel threatened by the removal of points. Due to the complex needs of many of the children and young people this can be misunderstood. Staff need to be mindful of this and maintain consistent approaches both in conduct and use of language.

Good communication is essential between the child, parents/carers and key professionals both within and outside the school community.

Guidance on de-escalating skills to prevent behaviour escalating. Keyworker sessions, Group meetings. Positive focused solutions. Social pedagogy understanding of the young person.

Behaviour Support systems (Going for Gold) should promote the abilities of the young person to self-regulate and be as independent as possible. The school has two programmes that support the development of independence, they are:

- Going for Gold - For residential pupils in the development of their personal, life and self-awareness skills. (See description below)
- Independence Status - For all pupils with Bronze, Silver and Gold levels supporting increasing levels of maturity and self-reliance.

Rewarding Positive Engagement & Behaviour

A **POINTS** system is in place across the residential setting, rewarding pupils on a period by period basis depending on the grade they achieve in that period of time.

Monday – Thursday

1. Before school (Registration)
2. Session 1
3. Session 2
4. Morning Break
5. Session 3
6. Session 4
7. Lesson 5
8. Lunch (Dining room) (Filled in by care)
9. Lunch (Activity) (Filled in by care)
10. Form time
11. Lesson 6

12. Lesson 7
13. Lesson 8
14. Registration/ After school

Friday

1. Before school (Registration)
2. Session 1
3. Session 2
4. Morning Break
5. Session 3
6. Session 4
7. Lunch (Dining room)
8. Lunch (Activity)
9. Options Fri (Lesson 5 M -Th)
10. Registration/ After school

In each section, pupils have the opportunity gain points. These points can then be spent in our online shop on a weekly/ monthly/ Termly basis. (Their wishes are regularly reviewed in key work sessions) The pupils have the ability to purchase lower value items or save for more expensive items over the course of the academic year. Pupils can ask for vouchers but cash will not be given.

Red – Indicate negative as additional information **Blue** – Education staff complete **Yellow** – Care staff/ Education shared responsibility

Description

- **Gold, Silver and Green** are all positive grades.
- **Amber and Red** are negative and staff will work with individual pupils to address the lack of engagement and negative behaviours and place additional support and intervention alongside the consequence for the displayed behaviour.

POSITIVE POINTS DESCRIPTION & VALUE'S

NEGATIVE POINT DESCRIPTION

Gold – Exemplary effort in Scales Matrix/ Outstanding achievements –

5 shop points

Amber – Not fully engaged and/ or disruption

Silver –	Exceeding all expectations (School rules) –	2 shop points
	Red – Not engaged and severe disrupting	
Green –	Meeting all expectations (School rules) –	1 shop point
	others (B/W incident sheet may be	
	required)	

Across the school setting, all staff actively encourages and promotes positive behaviour. We attempt to ***'Praise the Positive'*** at all times and ***'Catch Them Been Good'***.

'Going for Gold'

- All shop items are discussed and agreed with their form tutor/ TA and in conjunction with parents/ guardians
- The pupil's total points are automatically stored on the behaviour watch and pupils are encouraged to check in regularly to see what their current balance is.
- The POINTS system and reward schemes are visually displayed in class and pupils can have access electronically to see how they are doing with their shop points.
- The Education 'Rewarding Positive Engagement & Behaviour expectations/ rules are used consistently across the entire school and are displayed visually in all areas.
- Pupils and staff all understand our school system of Rewards & incentives.
- As part of the behaviour programme a weekly progress report can be generated indicating all positive and negative behaviours.

Shop/ Bank

- Behaviour watch automatically keeps a record of shop points earned
- In the bank you click on what purchase you want e.g. Argos Voucher (£10.00) 150 points
- Each item is given a point value. (75points equates to £5.00)
- Pupils are also given 1 shop point with every merit given & you could also give 1 shop point for Positive

Consequences for Inappropriate Behaviour

Effective Consequences

There are times when consequences, which we at WKS call resolutions, are both appropriate and necessary.

Guidance for the Effective Use of resolution Consequences

1. Resolutions must change behaviour. As such it is necessary to monitor consequences strategies in order to determine their effects, and if necessary the strategy may need to be modified until one that works is found.
2. The use of resolutions should include positive reinforcement and should teach pupils appropriate behaviour.
3. Resolutions should always be implemented calmly. The aim of resolutions is to teach the individual who misbehaves that there is a consequence for misbehaviour and that solutions should always be sought.

Guidelines on the use of Consequences/Resolutions

The School's rules are constructed in a way such as to ensure that pupils learn to expect fair and consistent responses. However, as stated previously, controls and resolution are necessary to maintain reasonable order in any school.

The use of resolutions should be set in the following context:-

1. Intervention should, wherever possible, be on the basis of positive rather than negative
2. Intervention should place due emphasis on the development of good relationships based on honesty, trust and respect.
3. Resolutions should be productive, and not involve writing lines or withdrawing children from a necessary part of the curriculum during the education day.

Consequences and resolutions at WKS

For actions contrary to school expectations illustrated within the policy, school rules, class rules and code of conduct a number of graded consequences can be incurred in the space of a single lesson or session:

- If a pupil breaks a rule such as swearing or teasing he or she should be **given advice** and asked discretely to desist.
- If the pupil continues he or she will be asked to **attend a 10-minute resolution** with the member of staff at the nearest lunchtime. The aim of this resolution is to discuss the incident and attempt to solve the problem as soon as possible.
- If the pupil continues to act contrary to the desired manner he or she will be asked to **attend a full 20-minute period of resolution** with the teacher of the lesson in which the pupil will fill in a self evaluation sheet for recording the pupils' views and providing positive alternatives to the negative behaviour, and complete set curriculum work in the time remaining. Staff are required to fill in a resolution slip.
- **Failure to attend a lunchtime resolution will result in a full lunchtime resolution the following day** and staffed voluntarily by school staff.
- Only one resolution can be given per lunchtime and will be completed after the pupil has eaten lunch during recreational time.
- If resolutions continue and are not effective - a referral to PCT, TST or Clinical Services may be necessary after discussion with the Pupil's form tutor.

Note:

When a pupil continues to present behaviours prejudicial to good order and the above resolutions have been tried using the given hierarchy the following consequences may be observed:

- A **Period of Reflection** may be enforced by a member of SLT in conjunction with key staff with the aim of separating a pupil from his or her class. Initially for one lesson (length of reflection can vary based on discussion with SLT) the reflection aims to allow a quiet settling period in which a number of the child's needs may be addressed together with completion of curriculum work. It also serves to show his or her peers the seriousness of the incident or action whilst allowing reparation to occur.

- A **Fixed Term Exclusion** may be enforced when the Principal deems the actions of the pupil to be serious and require staff and the pupil time to reflect.
- A **Permanent Exclusion** may be enforced when all other possible options have been exhausted and that we at WKS feel the child would be better catered for elsewhere.

Risk Assessment and Care/Individual Action Plans

When a pupil has been involved in an incident and is identified as requiring extra support, staff must go through a system of risk assessment with the aim of updating their 'Care, Clinical and Individual Action Plan. Evidence is provided for the risk assessment primarily from incident reports collated and input into the BehaviourWatch database, but also from key staff meetings. The risk assessment is then completed by PCT and an updated plan produced. The child's parents or carers should be informed and provided with a copy on request.

The Care Plans, Clinical Profiles and action plans are then circulated for all staff to read and act upon immediately. The plans and risk assessments are central to our ongoing aim of catering for all pupils individual and ever changing needs as they progress through WKS. They are working documents which are regularly reviewed by PCT and Deputy Head (Behaviour and Attitudes) and reflect the ongoing development of a pupil.

Policy written by: P. Smith

Due for renewal September 2021