

# Marjory Kinnon School

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## Behaviour Policy

February 2022

### Policy Objectives:

- To provide advice to class teams, parents and governors and other stakeholders on how best to support our learners to self-regulate, manage their behaviour and feel safe so they are ready to learn.
  - To provide a framework for our school values, understanding and insight into human behaviour as it relates to learners with complex learning needs at The Marjory Kinnon School.
  - To provide a holistic, whole person, inclusive model for our understanding of self-regulation and behavioural needs.
  - To underpin our beliefs with evidence based practice and current research.
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# Marjory Kinnon School - Behaviour Policy

<b>Contents</b>	<b>Details</b>	<b>Page</b>
<b>1.</b>	<b>Aims / Key Beliefs / Purpose</b>	<b>3</b>
<b>2.</b>	<b>Legislation &amp; Statutory Requirements</b>	<b>3</b>
<b>3.</b>	<b>Underlying Principles</b>	<b>3</b>
<b>4.</b>	<b>Behaviours for Learning</b>	<b>4</b>
<b>5.</b>	<b>Organising the Classroom for Effective Behaviour &amp; Communication</b>	<b>5</b>
5.1	School Rules	5
5.2	Relentless Routines	5
5.3	Communication & Social Interaction Difficulties	6
5.4	Sensory Processing Difficulties	7
5.5	Understanding Self-Injurious Behaviour	8
5.6	The Language of Choice	9
5.7	Sexualised Behaviours & Sexual Harassment	10
5.8	Rewards & Outcomes	11
5.9	Maintaining Behaviour in the Classroom	11
5.10	Reparation	12
5.11	Descriptive Praise	13
<b>6.</b>	<b>Learners with Exceptional Behaviour Needs</b>	<b>13</b>
<b>7.</b>	<b>Support &amp; Interventions</b>	<b>14</b>
<b>8.</b>	<b>Safe Touch &amp; Safe Holding</b>	<b>15</b>
<b>9.</b>	<b>Exclusions</b>	<b>15</b>
<b>10.</b>	<b>Liaison with Parents</b>	<b>16</b>
<b>11.</b>	<b>Roles &amp; Responsibilities</b>	<b>16</b>
<b>12.</b>	<b>Record Keeping &amp; Reporting</b>	<b>17</b>
<b>13.</b>	<b>Policy Review</b>	<b>17</b>
<b>Appendix A</b>	<b>Behaviour Outcomes</b>	<b>19</b>
<b>Appendix B</b>	<b>Governor's Statement of Behaviour Principles</b>	<b>22</b>

## 1. Aims / Key Beliefs / Purpose

At Marjory Kinnon School we want our Behaviour Policy to reflect our insight and understanding of the complex needs of our pupils and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner, so that they can be ready to engage with their learning. Linked with this is our belief that encouraging the capacity to reflect on one's own behaviours and actions is an important feature of our work in school.

The school works closely with parents/carers/other agencies to support behaviours outside school and at home.

## 2. Legislation & Statutory Requirements

This policy is based on advice from the Department of Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping Children Safe in Education \(KCSiE\)](#)

It is also based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

## 3. Underlying Principles

All our behaviour support strategies are based on SCERTS and THRIVE principles and follow the Team Teach approach.

Underlying principles and approach:

- Support and encourage behaviour change for children with barriers to learning.
- That all behaviours are a communication of a need and management of behaviour is most likely to be successful when the communication can be understood.
- Never use punishment, shaming or shouting as a strategy for dealing with challenging behaviour. The school does have a system of rewards and outcomes.
- Learn from each day and listen to others.
- Respect yourself and others and look to repair and restore relationships.

The SCERTS and THRIVE frameworks are based on these principles:

- Developing communication skills, teaching emotional regulation and providing transactional support helps pupils choose or develop alternative behaviours.
- Misbehaviour can reflect a wish for attention in children who are less confident at getting attention in a constructive way. At other times it may represent the expression of more complex anxieties or deep seated fears. Our approach helps pupils to increase the number of socially acceptable or understandable ways of satisfying these needs by teaching and supporting pupils to learn new skills in our social and emotional aspects of learning (SEAL) timetabled slots.

It involves understanding the reasons pupils' display challenging behaviour and considering the person as a whole - including their life history, physical health and emotional needs - to implement ways of supporting them. It focuses on creating physical and social environments that are supportive and capable of meeting learner's needs, and teaching them new skills to replace the behaviours which challenge.

## 4. Behaviours for Learning

Positive behaviours for learning are overtly taught by teachers and TAs and include the following:

- Independence in learning, facilitated and encouraged by all adults in lessons, transitions and unstructured times.
- Engagement and curiosity to learn and explore in all activities.
- Developing the ability to self-reflect and 'own' their own behaviour and choices.
- Being confident and able to risk making mistakes and being resilient to try again.
- Demonstrating behaviours to learn without being asked or reminded. This could include sitting, moving, listening to others, speaking, turn taking, communicating, making choices and taking risks to explore and find out.

## 5. Organising the Classroom for Effective Communication & Behaviour

The guidance offered to class teams is to reflect on the support our learners need to learn how to self-regulate and manage their own behaviour successfully.

Structures, routines and timetables in a visual format are vital tools to support effective behaviour management and communication. The school uses a consistent 'Communication in Print' package to support classroom and behavioural symbols where appropriate to pupil needs.

### 5.1 School Rules

We do not have separate class rules or codes of conduct. Our school rules should be embedded and fall out of the mouth of every adult:

- **Ready** – ready to learn, ready to repair, ready to reflect.
- **Respectful** – respectful to ourselves, our peers, staff and property.
- **Safe** – safe around the school, the playground and online.

In addition:

- Class charters should be few in number and where developmentally appropriate, agreed with learners.
- The rules should be communicated in a manner that the learners can comprehend, including visual cues, objects of reference, social stories, etc.
- All instructions given to pupils should be stated in the positive – things the children are expected to do.
- Rules should be regularly referred to by class team and support staff with learners.

### 5.2 Relentless Routines

Consistent class/lesson/activity routines support our learners to understand expectations, manage anxiety, mentally and physically prepare themselves for their day - allowing them to learn how to self-regulate, engage with learning/activities and manage their behaviours positively. It is important that this is consistently taught across the whole school.

This must be explicitly taught – we don't assume our learners know them, they will also need to be revisited relentlessly. You will need to teach routines for all activities. The more consistency there is with routines, the easier it is for our learners. Routines also support behaviour for learning. An example: When I raise my hand, put your pencils down and raise

your hand. When I put my hand down, you put your hand down and look at me to show that you are listening... or whole class step-by-step verbal numbered instructions. For example:

One - Close your books.

Two - Put your pencils away (wait).

Three - Stand up (wait).

Four - Push your chairs under the desk (wait).

Expect every child in the class to do this. Do not start speaking until every child is doing what you want.

Keep practising the routine until it is embedded.

Class teams should however also reflect on how they support learners to adapt to changes to routines and how they prepare them for changes, as this is an important life skill. Changes to routines should be practiced using the appropriate visual resources to allow our learners to learn that changes can be managed in a positive manner.

## 5.3 Communication & Social Interaction Difficulties

Behaviour that challenges is often a result of a breakdown in communication. To support a learner that has become dysregulated or in distress, we should aim to understand the function of the behaviour. E.g. what is causing the learner to become distressed? Class teams need to have strategies in place to support learners to express how they are feeling and how we can meet their needs proactively.

Class teams need to consider the following and how it can impact on our learners' ability to regulate and manage their behaviour positively:

- Communication devices and strategies should work both ways: to give instructions but also allow our pupils to have a voice, make choices and express their needs.
- That our children and young people often need time to process information.
- Some of our children and young people have difficulty with verbal and non-verbal communication (body language).
- Some of our children and young people have difficulty in understanding facial expression and tone of voice.
- Most of our children and young people have difficulty with understanding or consistently remembering social rules and conventions.

- Most of our children and young people have difficulty in understanding their own emotions and how to tell an adult what they are feeling.
- Some of our children and young people have difficulty in understanding other people's emotions.
- Some of our children and young people have difficulty predicting what will/could happen next – this can cause anxiety.
- Some of our children and young people may have a lack of awareness of danger.
- Most of our children and young people need to be prepared for changes and transitions.
- Some of our children and young people have difficulty coping in new or unfamiliar situations.
- Most of our children and young people have difficulty managing social expectations and/or interactions with peers including friendships and perceived bullying.

Class teams should use visual resources and alternative visual resources systems as:

- Visuals are permanent – spoken words disappear.
- Visuals allow time for language processing.
- Visuals prepare pupils for transitions allowing them to feel less anxious and self-regulate behaviour.
- Visuals help build independence, confidence and self-esteem.
- Visuals are transferable between environments e.g. between home and school, or when going on trips or visits off site.
- Visuals are helpful when children or young people have become dysregulated as it replaces verbal communication and social interaction, which in time of distress can hinder de-escalation.
- Visuals reduce anxiety which impacts on self-regulation and positive behaviour.
- Visual bilingual resources for our EAL pupils.

## 5.4 Sensory Processing Needs

Sensory processing difficulties can impact on our learners' ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment. Class teams should:

- Ensure that they organise the environment clearly, with visual cues and signposts (written information), symbols, objects of reference, etc.).
- Ensure that they speak clearly, slowly and calmly and give pupils time to respond.

- Ensure that sensory processing issues inform suitable learning environment adjustments and support the understanding of pupils' actions.
- Ensure learners' sensory needs are supported through embedding sensory diets and movement breaks into their daily class routine, and ensure they have access to sensory equipment and support self-regulation (chewys, fidget toys, adapted seating, weighted vests, etc.).
- Teach learners to recognise when they are becoming dysregulated (label emotions and feelings) so that are able to learn to ask for a break or an appropriate self-regulatory strategy to support them in regulating better.
- Take social demands of working with other learners into account.
- Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain or upset.
- Enable environments through making reasonable adjustments is a statutory obligation in disability law.

## 5.5 Understanding Self-Injurious Behaviour

Self-injurious behavior, is when a learner physically harms themselves. It is sometimes called self-harm. This might be head banging on floors, walls or other surfaces, hand or arm biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching or pinching, forceful head shaking. The learner may have no other way of telling us their needs, wants and feelings. Head slapping or banging the head on a hard surface may be a way of telling us they are frustrated, a way of getting an object or activity they like, or a way of getting us to stop asking them to do something. Hand biting might help them cope with anxiety or excitement. They might pick their skin or gouge their eyes because they are bored. Ear slapping or head banging might be their way of coping with discomfort or saying that something hurts. When it happens, staff should work collaboratively with the learner, their parents or carers and other professionals to try to find ways to prevent or replace this behaviour:

- Respond quickly and consistently when a learner self-injures. Even if you think what the learner is doing is to get attention, it's never appropriate to ignore severe self-injurious behaviour.
- Keep responses low key: Limit verbal comments, facial expressions and other displays of emotion. Try to speak calmly and clearly, in a neutral and steady tone of voice.
- Reduce demands: The learner may be finding a task too difficult or overwhelming.
- Remove physical and sensory discomforts — consider their sensory processing difficulties and diets.

- Redirect: Tell them what they need to do instead of the self-injurious behaviour, e.g. "(pupil's first name), hands down". Use visual cues such as picture symbols to support instructions.
- Provide light physical guidance: If the learner is having difficulty stopping the behaviour, provide light physical guidance, e.g. gently guide their hand away from their head, using as little force as possible. Immediately try to redirect their attention to another activity and be prepared to provide physical guidance again. This approach must be used with extreme caution as it may escalate the behaviour or cause the learner to target others.
- Use barriers: Place a barrier between the learner and the object that is causing harm. For head slapping, place a pillow or cushion between the head and hand. For hand or arm biting, provide another object to bite down on like a chewy.
- Consider physical restraints: If there is risk of serious harm, the class team will work with parents and carers and other professionals to use physical restraints such as arm restraints, gloves or helmets. These may also reduce the sensory experience and frequency of the behaviour. Physical restraints are very restrictive and should always be used under the guidance of a specialist/therapist to ensure they are used safely and appropriately, and with a plan to fade out their use over time. Physical restraints do not address the cause of the behaviour, so they must never be used in isolation without teaching the learner new skills which address the reason for the behaviour. All physical interventions should follow the Team Teach approach.

## 5.6 The Language of Choice

This is part of helping our learners to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and where appropriate, explain the outcomes of their choices, both positive and negative.

We use specific descriptive praise when we see them making a good choice - we can never do too much of this.

We link outcomes to the choices they make, to help them make the best choice.

Such communication:

- Increases learners' sense of responsibility.
- Views mistakes as part of learning.
- Eliminates the struggle for power.

- Is positive.
- Where appropriate, overtly links responsibility, choice and outcome.
- Supports them to take responsibility.
- Helps them take their own responsibility.
- Promotes independence

## 5.7 Sexualised Behaviours & Sexual Harassment

We understand that many of our pupils lack understanding about appropriate social and sexual behaviours and endeavour to work with parents/carers on social stories and training to help them develop appropriate public and private behaviours. Within this context we monitor all behaviours and do not tolerate any inappropriate and deliberate targeting or harassment of other pupils. This includes:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- Up-skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All reported incidents of inappropriate sexual behaviours or harassment are investigated thoroughly.

## 5.8 Rewards & Outcomes

Our whole school behaviour system has guidelines on rewards and outcomes with age appropriate adaptations for each key stage:

- Descriptive praise.
- Recognition board. Staff should use the recognition board throughout the day to write the names of children doing the right thing. For example, good manners, hard work, being helpful.
- Showing work to another class, another teacher or a member of the Senior Leadership Team.
- Sending praise postcards home.
- Communication with parent/carer to inform them of achievement or behaviour.
- Certificates in achievement assembly.
- Hot chocolate Friday, weekly treat with the Headteacher/DHTs for pupils with consistently exceptional behaviour.
- Special responsibility/privileges.
- Preferred activities above and beyond the scheduled daily activities (e.g. Sensory Room, scooter, IPAD, choosing time).

They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

## 5.9 Maintaining Discipline in the Classroom

### Early Behaviour (Low Level Disruption)

Tackle behaviours early. Most unwanted behaviour starts with early behaviour and escalates. Staff should never ignore early behaviour:

- Remember to PIP and RIP – Praise in public and Reprimand in Private.
- Be very explicit with children about classroom routines.
- Be organised.
- Keep practising until the routine is embedded.

Staff should be consistent over a stepped boundary approach:

- Give a reminder of what behaviour you want. I need you to....
- Give one warning. This is a warning.
- If behaviour continues, isolate the child within the class, on a chair at the back/break out room.
- Don't overreact. The certainty of an outcome is more important than the severity.

- If the behaviour continues, remember we do not believe in sanctions or punishments. For example:-

Behaviour	Outcome
Learner continues to disrupt activity or behaves in a way that makes other learners feel unsafe.	Learner has a supported break with an adult to reflect on their behaviour.  Learner apologises to the group, for their specific actions and carries on with the activity.

- It is vital for our learners to clearly link a specific behaviour with its outcome.
- The outcome needs to be a natural outcome, to support the learners understanding of both positive and negative outcomes.
- It is also essential that adults review what has happened. Was there anything that could have been done differently to support this learner to manage?

## 5.10 Reparation

Reparation means repairing relationships, or 'making good' in some way.

We believe that our learners should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the learner's mind on the punishment, rather than what s/he did. This frequently results in learners feeling angry about the punishment, rather than thinking about the impact of their behaviour on others.

Staff need to reflect on their own practice, to consider if their actions may have escalated a situation and what they could do differently and proactively next time.

Where developmentally appropriate, we support learners to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Even learners with complex difficulties can be supported to repair; this will look different for each learner. We can't make assumptions about what learners feel. Unresolved difficulties can make learners very anxious and this can cause behaviour to escalate or become habitual.

## 5.11 Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, e.g.

“I like how you used your communication book to tell me how you are feeling”.

“I liked that you asked for a break when you needed it”.

“I noticed you were being a good friend by helping xxxxx”. “Thank you for coming back to your work so quickly”.

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school’s language. Descriptive praise supports behaviour for learning.

## 6 Learners with Exceptional Behavioural Needs

The majority of learners at the school will respond positively when class teams and support staff work within these guidelines but some of our learners need additional support to learn to self-regulate and manage their behaviour in a positive manner.

We do this by:

- Working in line with this Policy.
- Putting in additional support, tailored to the specific needs of each learner.
- Behaviour review (meetings on a weekly basis where complex cases are discussed, problem-solved, additional referrals made or current provision reviewed).
- Observations in a range of contexts.
- Medical investigations to ensure that the pupil is not in pain or unwell.
- Making the routines/strategies more detailed.
- Drawing up a Risk Assessment and Behaviour Support Plan detailing action to be taken when identified behaviour occurs. This is shared with the learner, parent and other staff/professionals working with the learner.
- Drawing on additional resources from beyond the school, e.g. CAHMS (PBS), EP support, Art Therapy referral, Children & Young People with Disabilities Service (Social Care) and medical specialists.
- Parental and family support to implement changes in strategies.

We are also working collaboratively with our learners, their parents or carers, and CAHMS professionals to deliver Behaviour Support Plans. A BSP is a person-centred approach to supporting people who display or at risk of displaying behaviours which challenge.

It involves understanding the reasons for the behaviour and considering the person as a whole - including their life history, physical health and emotional needs - to implement ways of supporting them. It focuses on creating physical and social environments that are supportive and capable of meeting learner's needs, and teaching them new skills to replace the behaviours which challenge.

Some learners need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to a learner's school day, these are always planned jointly with the parents and carers, the Multi Agency Support Team, the Local Authority and external agencies.

## 7 Support & Interventions

Our pupils need support to help them develop the skills to manage their own behaviour and develop independence and self-awareness. The starting point for this is always to plan and deliver lessons that are accessible and stimulating and engaging for every pupil. However, some pupils will require additional support and this will be recorded on a pupil's intervention log.

Support and interventions may include:

- Access to Thrive and SCERTS Practitioners, Counsellor, Play Therapist, Music Therapist, Dance & Movement Therapist or other interventions such as horse-riding, sports, art or horticulture.
- Setting up SCERTS, THRIVE or school Behaviour Support Plans. (SCERTS and THRIVE allows for individual assessment that leads to action plans and interventions to support pupils, teachers and parents. Trained practitioners work alongside the class team to assess pupils and devise, write, implement and review action plans. The BSPs encourage staff to focus on what keeps the behaviour positive and then focuses on what the pupil is trying to communicate).
- Consultations with Educational Psychologists and Challenging Behaviour Team.
- Referrals to other agencies (Challenging Behaviour Team, CAMHS, Targeted Youth Support Team, Social Care).

## 8 Safe Touch & Safe Holding

The use of safe touch is defined by situations in which abstinence would actually be unkind and potentially psychologically damaging. The Safe Touch & Safe Holding Policy and guidelines are designed to enable children at MKS to feel safe and soothed and where necessary to bring him or her down from an uncontrollable state of hyper arousal. In these circumstances trained staff members will use the appropriate, safest and gentlest means of holding a child.

A large group of staff are trained to safely help pupils transition and move. This team is able to model manual handling to all staff. Pupils who regularly need support to be safely moved or transitioned will have a Risk Assessment written that is shared with parents.

Safe holding follows the THRIVE Principles and is only used by practitioners who are confident and trained. If SLT have assessed that safe holding will be appropriate and beneficial to the pupil, parental consent will be gained. An individual risk assessment will be written which will specify when to use the hold and which members of staff are trained.

### **Reasonable Force Guidance**

Restraint and manual handling is only ever used as a last resort and only when a pupil is in danger or at risk of harming themselves or others. If a pupil has to be restrained or held parents will be informed and this will be formally recorded in the school restraint book. The Team Teach approach is used. All staff are Team Teach trained.

## 9 Exclusions

Exclusions usually relate to situations that involve serious health and safety concerns either for the pupil involved, or other pupils.

We use fixed term exclusions rarely and only as a last resort. If a child has a fixed term exclusion, we will ask parents to come into school on the pupil's return to discuss what happened and future plans for their child. If it becomes necessary to implement a number of fixed term exclusions and we are unable to identify any further support or intervention for the pupil, we may need to question if our school is still able to meet the needs of the pupil. In this case we will contact parents and the LA and an Emergency Interim Annual Review will be called to discuss the appropriate placement for the pupil.

Very rarely we may have to put in place a permanent exclusion. In these circumstances the Local Authority procedures will be followed.

## 10 Liaison with Parents

Supporting our pupils to develop positive behaviours is highly dependent on establishing a good working relationship with parents. We know that where home and school work closely together to support and reinforce expectations, we are more likely to be successful.

It is expected that teachers keep in contact with parents via the home/school books, diaries and telephone to communicate regularly about successes and achievements as well as challenging incidents. Feedback to parents is also given in the annual review report and at the annual review meeting, and at the termly pupil progress evenings or structured conversation meetings.

Pupils who accumulate a high level of red slips (serious behaviours) are assessed by the SLT in order to make decisions about appropriate interventions and BSP strategies to be adopted and parents consulted.

## 11 Roles & Responsibilities

All staff are responsible for consistently implementing the behaviour policy with the age appropriate guidelines. All staff have a responsibility at all times to model high standards of behaviour and emotional regulation to the pupils. This includes being emotionally contained and maintaining high standards of professionalism. All class teachers and tutors are required to run Thrive Class screenings and use the suggested targets to inform SEAL lessons and BSPs when appropriate.

Behaviour Support Plans are written by the Class Teacher for pupils who have a high level of incidents, and for those who need specific interventions or structures to help them regulate their behaviour. The Pastoral and Well-being Lead teacher will support class teachers with strategies to include in BSPs. A Risk Assessment may be written if the behaviours cause health and safety concerns. All staff are responsible for implementing BSPs and following Risk Assessments.

The DHT, AHTs and Pastoral Lead and well-being teacher are responsible for keeping under review how we are addressing individual pupil's behavioural needs and the impact and effectiveness of interventions and reviewing the need for continued professional development for staff.

It is the responsibility of the DHT for Safeguarding & Interventions in liaison with the Pastoral Lead teacher to identify pupils requiring interventions.

The Headteacher has responsibility for the overview of this Policy and for standards of behaviour in the school. Governors are responsible for monitoring the effectiveness of this Policy and reviewing the standards of behaviour on a regular basis.

The Full Governing Body has responsibility for monitoring the Behaviour Policy and practices to ensure the school is meeting the expectations and requirements of the Governing Body and parents.

## 12 Record Keeping & Reporting

Staff are required to keep records using orange and red slips to track low level disruptive behaviours and serious incidents. These slips are entered into a school database and used to track patterns and trends. These patterns and trends are analysed termly by the school Pastoral Lead and SLT and are used to inform interventions and find solutions to support pupils with their behaviour. Where there is an obvious issue or pattern of behaviour observed, the frequency of analysis is reviewed. They also help inform the SLT of assembly themes and SEAL lesson interventions that may be required i.e. e-Safety, equality issues. The school behaviour slips record all incidents of bullying including racist, homophobic and transphobic incidents. The slips also track e-Safety or cyber-bullying incidents. Staff must complete these slips but not inform pupils and use them as a shaming tool.

## 13 Policy Review

Approved by the Teaching & Learning Committee: October 2021

This Policy will be reviewed annually (or sooner if legislation changes) to assess its implementation and effectiveness.

This Policy links to the following policies:

- Supporting Pupils with Medical Conditions Policy.
- Dealing with Allegations of Abuse against Teachers & Other Staff Policy.
- Safe Touch & Safe Holding Policy.
- Behaviour Policy – Covid-19 Addendum
- Safeguarding & Child Protection Policy.
- Exclusions Policy.
- Equality & Diversity Policy.

## Appendix A

### Behaviour Outcomes

As stated in the Behaviour Policy, it is vital for our learners to clearly link a specific behaviour with its outcome. The outcome needs to be a natural outcome, to support the learners understanding of both positive and negative outcomes.

Following the stepped approach (and linking it to Ready, Respectful, Safe) if the desired behaviour is not demonstrated, the following outcomes should occur:

Orange Behaviours	Outcome
Failing to engage with learning	Learner has a supported break with an adult to reflect on their behaviour. Learner carries on with task.
Physical rough play/play fighting	Outcome: Learner has a supported break with an adult to reflect on their behaviour. Learner *apologises to the individual, for his/her/ specific actions and carries on with playtime/activity.
Throwing objects	Outcome: Learner has a supported break with an adult to reflect on their behaviour. Learner apologises to the group. Learner tidies up the mess.
Being unkind to another pupil	Learner has supported break with an adult to reflect on their behaviour. Learner apologises to individual.
Challenging an adult	Learner has supported break with an adult to reflect on their behaviour. Learner apologises to adult.
Swearing	Learner has supported break with an adult to reflect on their behaviour. Learner apologises to individual/group.
Taking things that belong to others	Learner has supported break with an adult to reflect on their behaviour. Learner apologises to individual/group and returns their belongings.

# Marjory Kinnon School - Behaviour Policy

Leaving class without permission	Learner has supported break with an adult to reflect on their behaviour. Learner apologises to the group.
Learners uses resources (e.g. scissors) in an unsafe manner	Learner has a supported break with an adult to reflect on their behaviour. Apology if needed. Learner does not use scissors for the remainder/next lesson.

Red Behaviours	Outcome
Serious and intentional hurting of others that require First Aid and a phone call home by SLT	Learner has supported break with an adult to reflect on their behaviour. Learner apologises to individual.
Serious damage to property	Learner has supported break with an adult to reflect on their behaviour. Learner apologises to premises staff and can tidy up mess/damage.
Leaving the premises without permission	Upon return learner meets with DHT/Headteacher to reflect on behaviour and risks associated with it.
Refusal to comply with H&S requests	Learner has a supported break with an adult to reflect on their behaviour. Apology if needed. Learner does not use specific resource if appropriate for the remainder of the lesson.
Intentional inappropriate touching of others	Learner has supported break with an adult to reflect on their behaviour. Learner apologises to individual.
Being verbally or physically intimidating	Learner has supported break with an adult to reflect on their behaviour. Learner apologises to individual.
Racist / Homophobic / Gender identity comments	Learner has supported break with an adult to reflect on their behaviour. Learner apologises to individual.
Inappropriate use of technology in school	Learner has supported break with an adult to reflect on their behaviour. Learner apologises to teacher. Learner does not use technology for remainder of lesson/next lesson.

# Marjory Kinnon School - Behaviour Policy

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Every behaviour will be unique. If the learner is not ready to apologise we expect, as a minimum, to see an improvement in their behaviour, if neither of these are met they can spend 5-minutes of their break/lunch reflecting on their behaviour with an adult.

The focus needs to be on reparation - 'repairing' relationships or 'making good' in some way. If we use a more punitive consequence system then the learners focus will be on the punishment rather than what s/he did.

If incidents persist and patterns are identified, the learner can:

1. Miss 5-minutes of break (restorative conversation with CT/AHT).
2. Miss 10-minutes of break (restorative conversation with CT/AHT).
3. Other outcomes to be decided by SLT (i.e. internal exclusion, etc.).

\*At times the learner may not be able to reflect on their behaviour and apologise in the immediacy of an incident. Provide the learners with time if needed and revisit before the end of the day and in complex cases by the following morning. If the incident happens at the end of the day, by the following morning it needs to be reflected upon.

As the adults we also need to reflect on whether we could have done anything different to manage the situation more effectively.

## Appendix B

### MKS Governors' Statement of Behaviour Principles

- All children, staff and visitors have the right to feel safe at all times at school.
- Marjory Kinnon is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality & Diversity policies.
- The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors expect all staff to teach pupils how to be safe in different contexts, and to support them to regulate their own behaviour wherever possible.
- The Headteacher will ensure that there are robust systems in place to monitor all aspects of Health & Safety, and extensive use of Risk Assessments and Behaviour Support Plans will be put in place and monitored to ensure that safety and pupil well-being is kept under close scrutiny.
- The Headteacher and SLT will monitor behaviour management in the school, and will report to the Full Governing Body.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable behaviour should be known and understood by all staff and pupils and consistently applied.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort and the school will provide sufficient evidence that all efforts have been made to find an alternative solution.
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may bar them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

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- The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.
- The Governors expect the Senior Leadership Team to ensure staff are trained and that policies are reviewed and updated annually.