

## Positive Behaviour Policy

*Negative experiences create negative feelings. Negative feelings create negative behaviour.  
Positive experiences create positive feelings. Positive feelings create positive behaviour*

The Llewellyn School promotes a high standard of behaviour support and an ethos where all members of the school are valued as individuals. The school believes in the development of life skills, self-esteem, respect for others and self-discipline. This policy sets out the expectations of behaviour where staff, pupils and parents seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. In addition, it sets out the procedures for poor behaviour, should it arise.

### Aim

- To ensure that every member of the school community feels safe, valued, and respected.
- To create an environment where positive behaviour is encouraged and reinforced.
- To encourage consistency of response to both positive and unacceptable behaviour.
- To promote life skills, self-esteem, self-discipline, and positive relationships.
- To ensure that the school's expectations and strategies are adhered to.
- The Llewellyn School believes that all pupils, regardless of race, gender, religion, ability, and disability have the right to learn in a caring, nurturing, and supportive environment.
- We have high regard for our pupil's spiritual, moral, emotional, and psychological well-being. We endeavour to provide a caring and creative learning environment. We support and promote our pupils to speak out and seek help in all aspects of their well-being.
- We foster an environment in which everyone feels safe, secure, and respected.

### Practice

- All pupils are supported to behave with respect for each other and themselves through effective classroom management and a curriculum which promotes life skills, values of tolerance, empathy, and independence.
- All pupils are supported and encouraged to learn and understand how to behave to manage themselves, develop relationships and be effective participants within their school, home and the community.
- The Llewellyn School believes that there is a difference between behaviours that are planned and conscious and behaviours which are an unconscious reaction to stress, communication, physical discomforts, misunderstanding, possible medical issues, organic conditions and/or environmental issues.

### Positive Behaviour Support

- The Llewellyn School places a high emphasis on positive behaviour management.
- The behaviour and social development of our pupils is a key factor in their access to and interaction with the community, their continuing development and the quality of their lives.
- We recognise that successful management of behaviour support is dependent upon school ethos and values.

- The school continually reinforces positive behaviour and maintains positive regard towards pupils and colleagues demonstrating appropriate role models to our pupils.

All staff demonstrate a commitment to (explicitly and implicitly) high values and principles that include:

- Teaching right from wrong,
- Honesty and fairness
- Respect for others
- The importance of developing social skills and establishing positive relationships.
- The importance of supporting our pupils to develop independent living, self-regulation and behaviour strategies skills including intervention support and reflection practices to work towards the most positive outcome for our pupils.

### **Classroom Management**

- Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued.
- Classroom management, timetables, resources and interventions reflect all our pupil's individual EHCPs and (if required) their personal Behaviour Support Plans (BSP). The school has a high focus on developing pupil's independence and communication skills. We provide an all-inclusive communication environment with a high level of staff trained in British Sign Language (BSL) and Picture Exchange Communication system (PECs). Our on-going staff training reflects on the cohort of current pupils, and this provides our pupils with trained staff to support their learning.
- Every classroom has an interactive whiteboard to support our high level of visual learners and on-going pupil development of technology skills. Whiteboard learning activities encourage participation, promote thinking skills, focus, turn taking and group activities of which all supports and demonstrate positive behaviours.
- Reward systems are varied to suit the pupil, for example one pupil will engage in Dojo rewards to work towards an end goal where another pupil is rewarded more instantly with choice time. The school celebrates together through regular gatherings in the hall, celebration and/or family days. All pupils are praised for good behaviour as well as good work and celebrations are shared with others, staff and pupils.
- Our classroom numbers are small and organised to develop independence and personal initiative. Furniture and workstations are arranged to provide an environment conducive to on-task behaviour. Some pupils may struggle with noise levels and although encouraged to be inclusive they may need their own space separate from others. Materials and resources are arranged to be easily accessible.
- When pupils are well engaged and learning, staff need to 'catch them getting it right'. This can be by recognising and rewarding their efforts through praise, Dojos, assemblies or anything which has meaning for the individual pupil.

Pupils should also be made aware that their pro social behaviour can be rewarding in itself and also brings about positive experiences and feelings in others.

The Llewellyn School believe that pupils learn behaviour through:

- All-inclusive communication methods
- Positive and healthy relationships with others
- High level interventions such as sensory circuits and pupils to self-regulation opportunities.
- Specialist Therapies
- Reflection practices.
- Links to school values
- Experiences and accessibility

- Repetition and structure
- Behaviour support plans strategies - *continually reviewed and developed*
- Consistency - good partnerships - home to school / school to home
- Praise and rewards
- Demonstrations / role models
- Meaningful curriculum / timetables
- Positive and supportive learning environment

All of our pupils have SEN and require specialist support. Specialist support is identified in their individual EHCPs and Behaviour Support Plans. Specialist provision and additional resources are planned and provided for each pupil.

The school recognises that our pupils may display inappropriate or unusual behaviours/patterns/habits of which is often linked to their experiences, conditions, diagnostics, environments. The school supports our pupils to identify and (if appropriate) learn to change their behaviours, and gain knowledge and experiences as part of their personal progression, working towards their own positive long-term outcomes.

For pupils who are conscious of their behaviour and plan to behave in certain inappropriate ways, we strive to identify patterns, provide resources and/or strategies to support our pupils to manage these behaviours.

Staff ensure through careful explanation, modelling and visual support that pupils learn to understand the difference between inappropriate and appropriate behaviour. We are committed to teaching our pupils positive life and social skills to support them to become valued members of the community.

We believe 'behaviour is communication'. Judgement of behaviours **must** always include and consider the recognition of pupils medical / health conditions; - Are they in pain? Are they feeling ill? Do they need a medical or personal care intervention? Do they need to self-regulate? Has there been a significant change?

### **Behaviour Support Plans**

We believe 'behaviour is communication' and strive to provide a total communication environment. We provide high range of trained staff, communication programmes, visual and functional resources.

- The school uses bespoke behaviour support plans to meet the individual needs of our pupils.
- We recognise that each pupil requires different strategies and interventions to help them manage their own behaviour.
- The support plans identify individual pupils' disabilities, communication methods, timetable structures, resources, and therapy requirements.
- The plans support pupils to continue to develop their own communication method/skills, provides identify resources and/or opportunities for pupils to self-regulate and how to manage their emotions and feelings.
- Behaviour support plans provides our staff with the strategies and tools to support our pupils to continue to develop life skills.
- The class teacher will regularly review each pupil's support plan to ensure it continues to meet their needs.
- Behaviour support plans will be updated as the pupil succeeds/progress or digress.
- Significant changes may be required due to unforeseen circumstances e.g. medical or family issues.
- Strategies may require some adjustments or elimination as no longer required.
- Identification of specific external support required e.g. additional Therapies SALT are reported to the senior management team. This type of support requirement will be address through the pupils EHCP.

The possible need for a plan will be discussed in the first instance with the School Leader.

A plan will: -

- involve teachers, key workers, parents/carers and (where relevant) pupils to ensure they are clear about what specific action the school may take including if required consequences, when and why
- consider the age, disabilities, sensory and /or medical impairments, understanding, and competence of the individual pupil
- consider approaches appropriate to each pupil's circumstance
- Every pupil has a risk assessment

### **We hope parents will:**

- Support the school so pupils receive the support they need to manage their behaviour both at home and at school.
- Support and encourage their child's learning and development of essential life skills
- Inform the class teacher should any concerns arise about behaviour.

### **Behaviour Reports**

Our behaviour reports procedures provide us with effective monitoring of our pupil's behaviour. These are the first procedure to implement when attempting to manage challenging behaviour at The Llewellyn School. A most effective, and least restrictive, way of dealing with any kind of disruptive behaviour is attempting to increase the frequency of any kind of activity that is in opposition to the problem behaviour.

This is a useful way of thinking about why a child is behaving in a certain way. It starts with the premise that most of the behaviour is rational. It is optimistic - if behaviour has been learned, it can be unlearned.

The behaviour reports are monitored regularly by the senior management to identify any patterns occurring or safeguarding concerns.

Incident reports and Behaviour support plans inform senior management of any gaps and staff training requirements. The school will provide our staff with regular training to meet the changing needs of our pupils.

Significant changes or events within the school are managed carefully through team meetings and specific actions or transitions are planned and put into place to support any/all pupils anxiety.

### **A: Antecedents:**

- What happened immediately before the misbehaviour, the events that led up to it?
- What was the provocation, who did or said, or did not say, what?
- What was the setting for the behaviour? Is it always at the same activity, with the same child, or pupils?
- Does it always happen at certain times of the day or on the same day of the week? (Does it happen regularly on a Monday after weekend visits with an estranged parent?)

### **B: Description of Incident**

- What precisely did the pupil do?

### **C: Action taken**

- What happened as a result of the behaviour?
- How was the problem dealt with?
- What did the others do?
- How did they react?

The consequences might be reinforcing the undesirable behaviour, for example, gaining adults' attention, peer approval, avoiding disliked activity. Judgement of behaviours **must** always include and consider the recognition of pupils medical / health conditions; - Are they in pain? Are they feeling ill? Do they need a medical or personal care intervention? Do they need to self-regulate? Has there been a significant change?

The question to ask is 'what is the pupil getting out of behaving like this?'

The most effective, and least restrictive, way of dealing with any kind of disruptive behaviour is attempting to increase the frequency of any kind of activity that is in opposition to the problem behaviour.

#### **Problem behaviour**

Snatching things  
Pushing other pupils  
Slamming doors

#### **New skills to be taught and rewarded**

Making appropriate requests  
Playing a game with one of two pupils  
Shutting doors quietly

#### **The Staff will:**

- Implement the school behaviour policy consistently throughout the school.
- Ensure the health, safety, and welfare of all pupils in the school.
- Celebrate examples of exemplary behaviour with the whole school.
- Keep records of all reports of incidents of serious misconduct, with action taken.
- Deal with serious, unacceptable behaviour.

#### **Summary:**

- We will respect everyone and celebrate our differences.
- We will look after each other and try to be honest and show care by solving disagreements peacefully.
- We will use our best manners and be helpful to everyone.
- We will listen carefully to each other and try our very best in all we do.
- We will move around the school calm manner and safely.
- We will take care of our school property and belongings.
- We will show respect for ourselves, our friends and all in our school

Policy Reviewed by:	Suzy Hollett (HR Manager)
Date:	30/05/2022

Policy Verified by:	Sara Llewellyn (School Leader-CEO)
Date:	01/06/2022

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