

St. Giles' School Behaviour Policy

January 2024

Document control

SGS staff lead on policy : SH		Date of next review: Autumn 2024
No.	Updates/Changes made in 2023 include:	Page
1	No changes	5



St Giles Behaviour Policy



Aim

To provide a positive and safe environment within the school in which all its members feel valued, happy and secure and are encouraged to be the best they can be in all areas of their holistic development.



Rationale

We believe all pupils want to engage with all areas of their school life in a meaningful and appropriate manner. In seeking to define acceptable standards of behaviour, it is acknowledged that these are goals to be worked towards, rather than expectations that are either fulfilled or not. We understand that behaviour is socially constructed and that it also provides a functional purpose for the communication of our pupils. We acknowledge that some pupils may have challenging behaviours that link to their communication and / or sensory needs and impact on their personal and emotional wellbeing. These need to be addressed, responded to and listened to as communications.


Our approach to understanding and supporting behaviour runs throughout the school. The high adult-pupil ratio supports the development of positive personal relationships through the consistent demonstration and application of our school values by all stakeholders.



Responsibilities

Promoting the development of behaviour at St Giles is the responsibility of all stakeholders including pupils, staff, multi-agency professionals and parents/carers. These responsibilities are underpinned by our school values:

Value	Pupils will:	Staff will:
Respect 	- work towards having care and consideration for each other including respecting each other's thoughts, feelings and personal space	- create a safe learning environment where respect for others is promoted - foster positive relationships with colleagues, pupils, parents and all other stakeholders
Choice 	- learn to communicate their needs, wants and wishes using appropriate strategies	- listen to, and be advocates for, all pupils - recognise that pupils may use actions, vocalisations and many other strategies as a form of rejection/acceptance
Celebration 	- work towards celebrating individual achievements and differences in the school community and wider world	- provide opportunities for pupils to celebrate the differences of others through work in class and whole-school events
Community 	- work towards working with peers with a range of ages and different needs	- create opportunities for pupils to be active members of the class, school and wider communities - provide opportunities for pupils to work with each other in a range of contexts
Responsibility 	- be involved in the creation of their class charter - work towards taking responsibility for their actions	- provide opportunities for pupils to think about their actions in meaningful ways
Cooperation 	- work towards working and communicating with adults to support their holistic development	- work closely together in their teams and across all disciplines (health, social care etc.) to ensure that they are equipped with appropriate strategies that support pupil cooperation at all levels

 Participation	- work towards engaging and participating across all areas of their curriculum	- communicate information about each pupil to enable all pupils to access their learning and plan appropriately to engage pupils in their learning
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Strategies for Supporting Behaviour

- Be positive and calm in your approach
- Involve pupils in the creation of a class charter through incorporating their own ideas or advocating for them appropriately
- Be aware of known triggers that may cause a pupil to demonstrate particular behaviours which challenge and plan for these accordingly
- Look for the reasons for a particular behaviour (communication, sensory, emotional, engagement with activity)
- Problem-solve collaboratively as a team, drawing on advice from multi-agency professionals where appropriate, identifying realistically achievable expectations
- Ensure that expectations are made as clear as is possible through the employment of a range of communication strategies (signing, symbols, photos, touch cues, social stories etc.)
- Acknowledge a pupil's feelings when they demonstrate behaviour that appears challenging, supporting them in developing appropriate strategies to communicate these
- Be emotionally aware of your own feelings and limitations (not knowing the pupils as well as someone else, not having enough experience etc.), do not take things personally and be open to asking for help.
- Understand that classroom organisation, including the management of the team, affects behaviour
- Ensure praise given is specific and meaningful recognising progress, effort and participation
- Be consistent in your approach but flexible to the needs individual pupils and how these may change over time
- Be open to asking a colleague to swap with you or to provide additional support
- Encourage pupils to reflect on their behaviour, as appropriate, focussing on a positive outcome
- Work with parents/carers to share strategies that help at home and at school.



Procedures

Pupils who demonstrate behaviour that challenges have a behaviour plan that is updated termly or when necessary. These plans ensure that every member of the class team understands the behaviour and the approaches used to manage it. These are saved in the pupil's information folder on the Teachers Drive and shared with parents/carers and the wider team.

Incidences of behaviour that put the pupil or others at risk of harm are recorded on an Incident Report. These are monitored by the Class Teacher who will liaise with the Leadership and Management Team to develop strategies for the team to employ. Please refer to the Positive Handling policy for more information on the school's approach to using physical intervention.

School behaviour curriculum

The school's curriculum supports pupils to develop their understanding that their behaviour affects other people.

The school's pre-formal Personal and Emotional Wellbeing Curriculum covers:

- Making Relationships
- Managing feelings and behaviour
- Self –confidence and self-awareness

The school's semi-formal and formal Personal and Emotional Wellbeing Curriculum covers:

- Relationships Education KS2 / Relationships and Sex Education KS3 and 4

- Self-care, Support and Safety (Looking after myself and keeping safe)
- Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour)
- Changing and Growing (How I and others are changing; new opportunities and responsibilities)

Living in the Wider World

- Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
- The World I Live in (Living confidently in the wider world)

Where appropriate, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations.

Mobile phones

With parental permission, pupils are allowed to have mobile phones with them on transport into school, but may not use them during the school day. The phone should be taken to Reception at the beginning of the day and collected from Reception at the end of the day.



Bullying

Deliberately hurting, threatening, frightening or ostracising anyone else contrary to our school values will be addressed in accordance with our anti-bullying policy.

Equal Opportunities Statement

Every pupil has the right to be given the opportunity of learning to his/her maximum potential.

Linked Policies / Documents

<https://www.st-gilesschool.co.uk/wp-content/uploads/2021/04/Curriculum-Areas-at-St-Giles.Personal-Emotional.docx>

<https://www.st-gilesschool.co.uk/wp-content/uploads/2021/11/Draft-Personal-and-Emotional-Well-being-Semi-formal-Curriculum.docx>

<https://www.st-gilesschool.co.uk/wp-content/uploads/2021/11/Draft-Personal-and-Emotional-Well-being-Formal-Curriculum.docx>



This policy has been approved by the Governing Body of St Giles School at the meeting on _____

Signed:  Chair of Governors

Signed:  Headteacher

Date for next review: Autumn 2024