



THE VALLEY SCHOOL

BEHAVIOUR FOR LEARNING

JUNE 2021 (SCHOOL IMPROVEMENT COMMITTEE)

KEY PRINCIPLES

“Learn to Believe – Learn to Achieve”

“Different for Different”

We believe that in order to enable effective learning and teaching to take place, positive behaviour in all aspects of school life is necessary. We seek to create a safe, caring, learning environment in the school by:

- Understanding the specific needs of each and every student enabling the growth of positive behaviour
- Providing a stimulating and engaging environment, which meets the needs and interests of all students in both curriculum and social time.
- Preparing students appropriately for change to help them to maintain a positive approach towards their learning
- Promoting self-esteem by providing opportunities for success
- Rewarding positive behaviour through the use of a range of positive systems which can be individual or group orientated
- Providing a consistent approach towards the challenge of inappropriate behaviour, using the lowest appropriate level of response or consequence to achieve the most positive outcome
- Encouraging a positive relationship with parents and carers to develop a shared approach
- Intervening at the lowest level to bring about the required outcome and using all possible de-escalation strategies to avoid physical intervention.
- Ensuring that reflection, repair and restoration are essential parts of the process to bring about long-term change.
- Using a therapeutic approach, acknowledging the inherent link between experiences, feelings and behaviours.
- Focusing on positive experiences to bring about change.

Key Statutory Regulations and Significant Links

- ❖ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239943/Ensuring_Good_Behaviour_in_Schools-summary.pdf

KEY RESPONSIBILITIES

- Learning and Subject Leaders are responsible for leading staff within their teams to ensure that all students are supported appropriately during both curriculum and social time.
- Learning Leaders plan, implement, monitor and review appropriate rewards systems to ensure that rewards are distributed fairly and consistently, e.g. Reward Tokens, subject badges etc.
- Subject teachers are responsible for providing engaging, stimulating and appropriate learning opportunities using Individual Learning Portraits to inform their planning and classroom management strategies.
- Tutors produce Learning Portraits and provide a safe, engaging and stimulating environment for all students. Tutors are also responsible for communicating appropriate information to other staff
- All class based staff are responsible for reading Individual Learning Portraits of the pupils that they will be working with.
- Learning leaders monitor behaviour, with their teams, and support appropriate action planning.
- SLT ensure appropriate and frequent training and development opportunities with a focus on reflective practices.

KEY PRACTICES

At The Valley School our pupils are the centre of all that we do. We go to great lengths to make sure that we find out as much information about our students and use this to build secure, positive professional relationships with each and every pupil. We acknowledge that each pupil is different and strive to provide a learning and behaviour support programme which is appropriate for each pupil.

In terms of promoting behaviour for learning, we subscribe to a concentric circles model, with the pupil at the centre with their tutor and any other significant adult. This approach allows other adults to enter/leave the circle to support the student when necessary.

- All staff are trained in the Hertfordshire Step On programme with its emphasis on de-escalation, supporting and guiding pupils. Where appropriate, a number of staff are trained in the Hertfordshire Step Up programme of Physical Intervention based upon audited need.
- Each pupil has an Individual Learning Portrait, identifying their motivations and support strategies, put together in partnership between the pupil and their tutor. The portrait is reviewed as part of the EHCP, at promotion and on more frequent occasions if there is a need to do so.
- Planning of engaging and inspiring learning activities takes into account the needs and the interests of the pupil to ensure a positive learning experience.
- Where additional input is required, Support Plans are produced by the appropriate team. These are reviewed and updated on a regular basis and shared with parents and carers.
- Where behaviour becomes an area of increased concern, a behavioural contract may be negotiated between the school, parents and the student.
- When inappropriate behaviour does occur it is the staff team in the classroom who will use their skills and agreed strategies to support the student to make things right. On occasions other staff, including the duty manager or SLT, may be called upon to support the student or staff.

- Teams ensure that students are supported to learn how to use social time positively, and take the responsibility to address issues arising during those times.
- When required, appropriate consequences are put in place to support the student to understand why certain behaviours are unacceptable and help to restore any damage to property or learning, i.e. catching up on lost learning.
- Inappropriate behaviour is logged on SIMS along with information about action taken.
- Learning Leaders monitor inappropriate behaviour of their groups, identifying trends in behaviour and work with their teams to develop positive behaviour strategies.
- When necessary, arrangements will be made for students to access additional specific focussed support, via the Interventions Team, in accordance with support plans.
- On the rare occasions that restrictive physical intervention is deemed appropriate to support behaviour for learning, then staff must comply with The Valley School Restrictive Physical Intervention policy.

Appendix 1	Individual Learning Portrait pro-forma
Appendix 2	Support Plan pro-forma
Appendix 3	Example support plan
Appendix 4	Behavioural contract example