

# KMS Behaviour Management Policy

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**Executive Summary:** This policy provides details of the core principles which underpin the organisation's approach to managing student behaviour.

KMS strongly believe that high standards of behaviour are core in promoting a successful education setting. This enables effective teaching and learning to take place so that all students can make the best possible progress, based on their individual needs and starting point. All students and staff always have the right to feel safe at KMS. A realistic behaviour management policy is therefore essential in establishing a positive culture.

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## **1. Introduction**

KMS recognises that dealing with challenging behaviours is a complex and at times difficult. KMS have created a learning environment where students are encouraged to grasp the opportunities given to them to learn and develop skills, they require to help them in becoming successful adults. To benefit from this environment, staff work with students to help them accept that they are responsible for their behaviour in terms of their relationships with others and in their attitude and application to the learning process. It is in the best interest to accept and follow the project's expectations.

KMS always work closely with carers/parents and believe it is always the responsibility of parents/carers to support and care for their child, which includes supporting them during their education. With appropriate support and encouragement, each pupil will gain self-confidence.

It is the KMS leadership and staff team's responsibility to ensure that consistent programmes are delivered, both behavioural and academic, to meet each individual student's needs and that the programmes are of the highest possible standards and quality.

## **2. Aims and principles for the behaviour management policy**

The key principles that underpin this policy are:

- Respect and understanding for all those who attend, work or visit KMS.
- Respect for the KMS environment, resources and external facilities used.
- Respect and understanding for our neighbours and the wider community.

By offering an alternative and differentiated curriculum KMS strives to engage students in meaningful occupation of their time. This strategy is targeted to reduce some of the common barriers to engagement which can lead to behavioural challenges. Additionally, proactive and reactive approaches are adopted to give a clear consistent approach to expectations and consequence.

The key strategies applied to maintain a positive learning environment are:

- Positive reinforcement
- Bespoke personal learning plans
- Bespoke individual risk assessments and behaviour strategies
- Rewards
- Sanctions
- Monitoring
- Review
- Learner consultation

- Effective communication with key individuals and professionals

### **3: The code of conduct**

As part of each student's induction, they receive an induction pack which has within it the student "Code of Conduct" which clearly sets out the expectations of the student forming the foundation of the proactive aspect to the dual approach:

- Attend all lessons regularly and on time and advise a tutor if a learner is going to be late or absent for any valid reasons.
- Always behave in a responsible manner when on KMS premises or on external activities, adhering to all aspects of Health and Safety, Safeguarding and Equality and Diversity Legislation.
- Respect other learners, members of staff, external partners and anyone else that you may meet during your time with KMS.
- Do not use offensive or threatening language or behaviours when on KMS premises or on external activities. Do not cause damage to any resources or property.
- Do not smoke, drink alcohol or take illicit drugs on KMS premises or on external activities.
- Do not use mobile phones or i-pods/mp3s during lessons or whilst on external activities unless given permission by a Teacher/Tutor.

### **Screening for prohibited items**

KMS Management and staff have the right to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the student).
- The KMS Director and authorised staff can also search for any item banned by the KMS rules which has been identified in the rules as an item which may be searched for.

Each learner must agree to abide by this code. This agreement enables KMS to challenge behaviours, where necessary, displayed by the learner that they were willing to adhere to on admission.

#### **4. Rewards**

KMS work hard to provide a positive experience of education for all our students. All students will jointly set weekly, termly and yearly academic and behaviour targets with a designated member of staff as part of their Individual Education Plan (IEP). Students should always have a clear understanding of what is expected of them academically and behaviourally.

Part of this process will include an incentive and reward system that will operate and may include further opportunities within the education framework, ensuring each student is working to their full potential. Parents and carers are encouraged to work with any reward system set for their child.

Feedback will be given to the students and can be verbal (during target setting and the student forum etc) and written (during the marking of work and writing of targets in the IEP). This feedback and positive reinforcement (praise) can also be formal (written reports every term) or informal (during telephone conversations with parents and during lessons with the students).

KMS believe praise is very important for all students, as it provides feedback and recognition of their appropriate behaviour, helping them to see how well they are doing and what improvements they have made. During the early stages of learning new behaviour, it is not easy for them to judge when they are getting it right. By providing feedback for the students, the teacher or tutor helps them to see their behaviour and progress for themselves. Learning that things do not happen merely by chance or fate, that their actions have effects, will assist a student's progress towards monitoring and regulating their own behaviour.

At all times staff will be aware of, and actively seek, opportunities to reward appropriate work and behaviour using verbal praise. To be most effective, verbal praise needs to be given immediately after it has been earned. Older students may be uncomfortable with verbal praise if it is given in front of their peers and staff will be sensitive to this and respond accordingly.

#### **5. Sanctions**

Disruptive behaviour is obviously discouraged at KMS as it can greatly restrict the learning opportunities for students. On the occasions this does occur staff will address each situation and scenario with a de-escalation approach at the first instance. All KMS students are always encouraged to make positive choices and take responsibility for the own actions.

KMS believe that controls and sanctions are necessary in order to maintain reasonable order and discipline. However, sanctions should be applied fairly and consistently without undermining students' sense of responsibility or self-respect. The aim is to create an environment, which gives a firm and commonly understood structure and sense of order. Discipline is not an end. It is, however, essential for effective individual and collective learning and for the positive development of the project.

There will be times when students choose not to follow the rules, which may result in an overall disruption to the teaching and learning within KMS. When this occurs, staff will be prepared to deal with it in a planned way, calmly, quickly and consistently.

The sanctions at KMS will be given for inappropriate behaviour in a way which informs the student that their behaviour is unacceptable. Sanctions are most effective if they are given as soon as possible after the inappropriate behaviour has occurred. For a sanction to be effective, it must be something that a

student does not want, but under no circumstances must it be in any way physical or psychologically harmful. Sanctions should never embarrass or humiliate a student.

To further increase the effectiveness of the sanctions, the attention given to the student demonstrating inappropriate behaviour should be limited, while praising those around that are working and behaving appropriately.

Severe behaviour is an incident that may include violence, bullying, vandalism, racism, sexism, defiance of a member of staff or in some other way stopping the teacher/tutor from teaching. Such severe behaviour requires an immediate sanction. This usually includes the removal of the student from the teaching area. The student will be required to go immediately to a previously identified supervised area. Following staff discussion of the incident, the lead teacher/tutor may decide to send the student home whilst an investigation and recording of the incident takes place. This can form part of a fixed term exclusion. Parents/carers will be contacted as soon as the student is asked to leave. Once the parent/carer has been informed and the student leaves the premises the parent/carer become responsible for that young person. In the absence of parents/carer, the tutor will decide as to the best way forward. In the case of extreme violence, threatening or aggressive behaviour, it may be necessary to contact the police.

All students will begin each day with a fresh start. A decision may be made by staff to adjust IEP targets or alter students' timetable to encourage and enable them to succeed. Where this happens, a behavioural management plan will be put in place with parent/carers knowledge and a clear plan on how any issues or areas or development will be addressed, working toward a fully engaged timetable as soon as possible.

## **6. Anti-bullying**

Incidents and reports of bullying must be dealt with immediately or as soon as possible by the KMS Management team and staff. However, if a member of staff is unable to deal with the incident immediately (i.e. a teaching commitment) they must arrange for another member of staff to deal with the initial incident and then arrange a time on that day to see the victim and perpetrator together. If this is not possible or the incident is so serious that further provocation is imminent, the KMS Director must be informed immediately.

The incident or the report will be taken seriously, and verbal and written reports must be obtained from the victim and the perpetrator, to be kept in their files. Statements from witnesses who may have been present must also be collected if possible.

It may be advisable that a member of staff informs the perpetrator that they have noticed this unacceptable behaviour rather than making direct accusations if a victim has privately talked to them.

Staff should reassure the victim so that they do not feel inadequate or foolish and offer concrete help, advice and support.

The victim and the perpetrator should be given the opportunity to discuss the incident using a restorative approach. (It is well documented that a restorative approach is often the most effective tool in minimising further instances).

The member of staff who has dealt with the incident must give the reports collected (and staff notes) to the KMS Director. All instances of bullying must be recorded in the students personal file and the procedure for recording incidents should be followed.

The perpetrator must be made aware that there may be consequences to their actions. Any punishment must be clearly explained with a reason why. Sanctions should be applied fairly, proportionately,

consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children.

## **7: Attendance**

Regular attendance enables each learner the opportunity to take part in all aspects of KMS life from education to activities and within that the scope to learn acceptable behaviours in differing dynamics.

Consistent non-attendance through refusal has a long term negative effect on the individual and will be addressed.

## **8. Partnership with Parents/Carers**

KMS believe close involvement of all parents/guardians in the education of their child should always be encouraged. In this respect all staff continually keep parents informed of the progress of their child on a regular basis through letters, phone calls and meetings. KMS Management and staff will contact and update parents/guardians on a regular basis. Both positive and negative aspects of the student's work and behaviour are communicated, with the aim of encouraging and gaining parents' views and cooperation in jointly deciding and implementing an appropriate response.

## **10. Complaints about this policy**

If parents/guardians are dissatisfied with any aspect of the KMS behaviour policy, they are encouraged to communicate this to the KMS Director in the first instance.