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# Statement of Behaviour Principles

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The Education and Inspections Act 2006 requires the management committee to make, and periodically review, a written statement of general principles to guide the Executive Head in determining measures to promote good behaviour. Practical applications of these principles are the responsibility of the Executive Head. This statement has been adopted by Kent Health Needs Education Service as a whole. Pupil, parents and carers are made aware of these principles during their initial tour following a child's referral and admission to KHNES.

At KHNES we value everyone as an individual, capable of positive development, change and maturity. Our motto, *ensuring continuity of education, through inclusion and support*, reinforces our role in supporting young people in returning to school and addressing gaps in education caused by ill-health.

Staff work closely with pupils and their parents and carers to develop pupils' overall social and emotional capacity. Unacceptable behaviour choices are always challenged in an appropriate and systematic way.

KHNES staff know that appropriate, supportive and professional relationships are key in addressing poor behaviour choices. We underpin this by addressing in equality of opportunity, demonstrating mutual respect and being fair and consistent with our approach. Our assessment centre profiles highlight trigger points for the pupils and this is considered during the planning of lessons.

We are also acutely aware that the impact of the current health pandemic (Covid-19) will have an effect on pupils behaviour choices and in some cases provide negative responses. Due to the nature of our service KHNES will monitor engagement to learning and wellbeing measures in order to reduce the behaviour choices impact of this pandemic. We have high expectations that support the development of young people as effective and responsible citizens including developing safe hygiene practices and respect for others.

The purpose of the behaviour policy is to encourage the best possible behaviour responses from all of our young people and we endeavour to work alongside pupils and parents/carers to plan individual approaches to maintain positive behaviour choices.

Our priority is to encourage good behaviour responses by:

- Providing a relevant and appropriate curriculum which is tailored to meet the individual needs and preferred learning styles of the pupil
- Provide structured behaviour support as determined necessary for each pupil (PSPs, IHCPs, Self-Soothe Boxes, Quiet rooms, assessment centre profiles.)
- Teaching pupils the skills required to moderate and temper poor behaviour choices
- Helping pupils to take responsibility for their own actions and develop a level of accountability
- Providing an environment where social and collective norms are the accepted benchmark
- Dealing with poor behaviour responses promptly and fairly with minimum fuss and in a consistent and logical manner
- Promoting a consistent approach to sanctions from all staff
- Working closely with families and their child to develop healthier communication strategies which foster improved relationships

The management committee expect any policy or actions to be in accordance with their responsibilities under equality legislation as per the Equalities Act (2010).

The purpose of sanctions are:

- to promote positive behaviour choices that enables all pupils to learn and make progress
- to ensure that we promote a safe and caring environment where individual differences are valued and respected
- to demonstrate that unacceptable levels of poor behaviour choices will be appropriately and sensitively challenged
- to ensure the assessment centre profiles are accurate and reviewed to support the needs of the pupil
- to express the disapproval of KHNES
- to discourage other pupils from similar behaviour choices.

It is recognised that the application of rewards and sanctions must have regard to the individual situations and the individual pupil. The Executive Head Teacher and staff are expected to use appropriate discretion in their use. Sanctions should however be applied fairly, consistently, proportionately and reasonably, taking into account special educational needs, disability and the needs of vulnerable children, and offering support as necessary.

Improvement in unacceptable behaviour choices at KHNES is underpinned by consistency and diligence by all staff and the use of assessment centre profiles. The maintenance and impact of the system depends on all staff following guidelines as reported in the Behaviour Policy.

The management committee emphasise that violence, threatening behaviour or abuse by pupils or parents/carers towards KHNES staff and visitors will not be tolerated. If a parent/carer does not conduct himself/herself properly, the Executive Head Teacher may ban them from KHNES premises and, if the parent continues to cause nuisance or disturbance, he or she may be liable to prosecution.