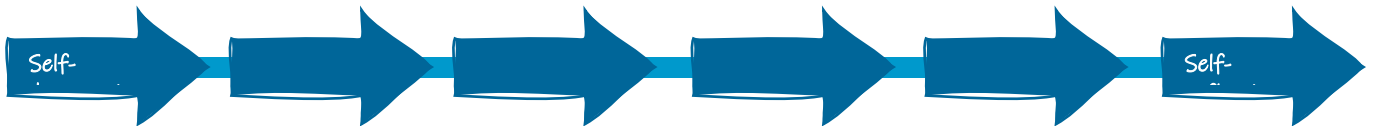


The Behaviour Strategy

Regardless of individual need; all disruptive behaviours can be termed as self-destructive behaviours and a school's mission should be to turn those behaviours into self-reflective behaviours, to enable young people to develop positive relationships with future peers, employers and environments.

Thus, at Keyham Lodge School our behaviour strategy can be presented in its simplest form as:



It is achieved through several vehicles, all of which have been developed to teach students the knowledge and skills to become self-regulators.

These vehicles are broken down into the following discreet but interconnected systems/programmes/structures:

- **Gears** - A behaviour for learning system that encourages students to drive their own learning. The Gear criteria has been developed to align with our values and to develop learners to show respect, responsibility and resilience.
- **CORE (Character, Oracy, Resilience, Emotional Intelligence)** - CORE is at the heart of what we do. It is a real curriculum that will build the skills that students have lost by an education system that has not worked for them. Our ambition is that students leave our school, the most successful people they can be. The CORE principles will give them the tools to be the best version of themselves.
- **IRT (Integrated Response Team)** – a team made up of different specialisms to work with students in crisis, to adapt their educational offer and develop an education that works for them, whilst teaching them the specific CORE skills to succeed in education and life. The programme is highly adaptable to individual needs and prevents breakdowns of educational pathways.
- **Behaviour (Modification) Policy** – provides a structure and system that modifies behaviour in the long term by interleaving the Enabling Environment principles, our mission, values and vision and our over-arching strategy.
- **Keyworker strategy** – provides targeted students with the opportunity to reflect regularly, understand their emotions and the impact of their actions and therefore supports the development of positive decision making. This strategy will be used alongside other vehicles and EHCP's to set appropriate goals to reduce negative incidents, remove barriers to learning and therefore improve engagement.
- **Safeguarding Policy** – is integrated into every aspect of school life to keep people safe and informs curriculum, informs school improvement priorities and informs the behaviour systems.
- **Student Passports** – a self-informed plan that supports pupils to identify their own self-destructive behaviours and strategies to over-come them. This vehicle empowers students

to cope with their emotions, feelings and thoughts and help them achieve the best outcomes from each situation.

- **My Skills** – a timetabled curriculum that challenges students mentally and physically through bespoke activities to build resilience. Students are psychometrically tested at the start and the end of each half-term’s programme, whilst also reflecting on their journey after every session.
- **Life Skills** - Taking the learning from My Skills, Life skills has 6 focuses from information derived from students EHCPs. The carousel of activities challenges student’s parameters in their preparation for independence and their transition into post 16. Students are psychometrically tested at the start at end of each component.
- **Reflections** - a post event learning process that should be used to challenge any behaviour which is not aligned to our values. This process is aimed to modify behaviour by allowing students to become informed decision makers who build on experience and reflection.
- **Curriculum** - *'The Curriculum at Keyham Lodge School develops our students' CORE skills so that they strive to become individually successful'*. We aim to provide a broad, balanced and relevant curriculum that will motivate, engage and challenge pupils whilst also equipping them with the skills required for further study, training or employment. Whilst comprehensive, we ensure that our offer is specifically designed around each individual so that students can move from the negative associations with education (self-destructive) to understanding they can in fact, be successful learners (self-reflective).
- **Mental Health** – utilises in-house specialists to inform the behaviour policy, CPD and specific educational offers to increase staff knowledge and deliver face to face therapy for pupils in crisis. This strand within our strategy is informed by Enabling Environments, the government paper: *'Transforming Children and Young People's Mental Health Provision: green paper'* and closes the provision gap that is derived from a local deficit in access to local mental health specialists.

In addition to the vehicles above, every month a Pupil Allocation Panel (PAP) meeting is held which is attended by different representatives from across the school including SLT, BMT, Therapy, SENCo IRT. During the meeting students who have been referred due to engagement, attendance and safeguarding issues are discussed. From these meetings clear actions are formulated to ensure the correct vehicle and personnel are employed to support the students to become more self-reflective

Each of these help us, as leaders, to drive our behaviour culture so that it is aligned with our over-arching behaviour strategy.

Each vehicle has its foundation in these fundamental questions:

- Where are we now?
- What do the behaviours look like now?
- What do we want the behaviours to be?
- What are the skills that the pupils need to learn to achieve these behaviours?
- How will we teach them the skills?
- What will the markers of success be?

Once those questions have been answered our implementation model remains consistent:



This makes certain that whilst the vehicle may be adapted, the method by which it is introduced to the school is constant. Moreover, each system is: need driven, research based and aligned with a clear strategy that matches up to a clearly articulated success criteria. We do not introduce change for the sake of change and carefully monitor incremental impact so that it can be fed back to our staff and students. We believe that everything must be introduced, embedded and entrenched so that it becomes our lived habit.

At Keyham Lodge, we know who we are and what we are striving for and our behaviour culture enables us to stay aligned with our Vision, Values and Mission:



Our Behaviour Policy is fundamental. It is the foundation upon which we return. Each iteration has represented what our needs have been as a school and it provides structure, clarity and consistency for all. Our behaviour policy interleaves therapeutic principles taken from the psychological methodology of Enabling Environments and provides a common core that is fundamental in transforming self-destructive behaviours into self-reflective behaviours through a holistic approach.

The Enabling Environments is broken down into the following standards:

- ❖ **Belonging - The nature and quality of relationships are of primary importance**
- ❖ **Leadership - takes responsibility for the environment being enabling**
- ❖ **Safety - Support is available for everyone**
- ❖ **Boundaries - There are expectations of behaviour and processes to maintain and review them**
- ❖ **Communication – It is recognised that people communicate in different ways**
- ❖ **Development - There are opportunities to be spontaneous and try new things**
- ❖ **Involvement - Everyone shares responsibility for the environment**
- ❖ **Empowerment - Power and authority are open to discussion**
- ❖ **Structure - Engagement and purposeful activity is actively encouraged**
- ❖ **Openness - External relationships are sought and valued**

And is intrinsic within every system/programme/structure that is used to transform negative behaviours within our school.

Finally, at Keyham Lodge School, leaders create and maintain this culture before our children and staff walk through the door. We are based in the heart of the school so that we can work within our community to create an enabling environment for everyone. We live our values and they are in the curriculum, the policies and our words.

This is our strategy, our culture and our method