Great Oaks School Behaviour Fundamentals

Recognition

Adults should **recognise** and **celebrate** student achievements and strengths. This can be done through positive praise postcards, student of the week certificates, phone calls home or other more individual **rewards.**

High Expectations

All adults should have high expectations of student's behaviour, engagement and achievement. Staff should focus on strengths and build on these to prepare students for adulthood.

Logical Consequences

Consequences should be used to support students to understand the impact of their behaviour and support them to take responsibility for their actions. Consequences need to be developmentally appropriate.

Relationships

All adults should use opportunities to build positive and professional relationships with students. This supports students to feel safe, secure, and valued. Effective positive behaviour support comes from knowing the student, and developing relational currency.

Self-Regulation

Skills and strategies for self-regulation should be explicitly taught .This involves consistent adult modelling as well as recognising, labelling and validating emotions. Staff should use **Zones of Regulation** and **Emotion coaching** to support this.

Communication

All behaviour is communication. Part of our ethos and culture is supporting students to communciate using their preferred chosen method. Staff should ensure that students have access to communciation systems e.g. PECS at all times.

Meeting Individual Needs

Each student at Great Oaks has individual needs. While stiill having high expectations, we need to differentiate and tailor our approach to positive behaviour support based on individual needs.

Respect

Respect should underpin all interactions and relationships at Great Oaks. Adults should always model respectful relationships, communication and interaction.

Routines

Students should be explicitly taught routines for all aspects of the school day

Enabling success through working together

Great Oaks School