



Heathermount School Behaviour Policy

Amended draft – June 2018

This policy should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- E-Safety policy

Approved by Governors: July 2018

To be reviewed: July 2019

Heathermount School:

‘Stepping forward, building confidence for life’

Heathermount School Behaviour Policy

Introduction

Heathermount is a non-maintained special school for children and young people with Autism Spectrum Disorder (ASD) which is supported by the Disabilities Trust. Pupils with ASD may experience difficulties in the areas of communication, social understanding; ritualistic and repetitive patterns of behaviour and emotional regulation. The school aims to understand each pupil's ASD-related needs and to accommodate these through the support of specialist teaching staff and the school's clinical team. The school also uses the **READY** system which addresses pupils' needs in the areas of: **R**egulation, **E**nvironment; **A**utism (own and others); **D**eveloping social communication and **Y**our achievements and successes. Through the use of this system, the school aims to prepare pupils for life and to give them strategies to manage their own behaviour successfully and to make mutually satisfying relationships with others.

The school also adopts a Positive Behaviour Support approach to understanding and managing the complex behaviours of a number of its pupils. This is a collaborative, assessment-based process to develop effective, individualised interventions with support plans focusing on proactive and educative approaches.

All pupils and members of staff have the right to work in an environment that is safe, calm and predictable and where the rights of the individual are understood and respected.

The role of the Governing Body

The Governors, on behalf of the Trustees, must agree a written statement of general principles for an overall behaviour and discipline policy. The governing body, through the head teacher, will review this policy on an annual basis to ensure it is still sufficiently robust and meets the needs of the school and its community.

The role of The Parent

The Governors, Headteacher and staff team expect that parents/carer will:

- Respect staff and their private lives in all forms of communication and be courteous at all times.
- Support the work of the school by working alongside the staff to consider the most appropriate way forward for the child.
- Be part of a school-based plan to support the child.

Statement of Behaviour Principles

Pupils at Heathermount School may present with complex behaviours due to ASD. The School therefore offers an environment to effectively meet specific needs, including those of a sensory, social, communication, emotional nature. This is achieved through the provision of an ASD-specific learning environment understanding that behaviour is a form of communication. Staff will at all times attempt to de-escalate the situation and establish the intent of the behaviour.

The school aims to manage the factors that may trigger complex behaviours by teaching and supporting the use of self-regulation strategies and the development of social insight and skills, alongside and through the curriculum.

The school supports pupils to understand the consequences of their behaviour and to develop alternative and more adaptive responses.

Through doing so, the school aims to provide a calm, stable and nurturing environment for all its pupils.

Life at Heathermount School: Promoting positive pupil behaviour

Heathermount seeks to create a caring, calm and purposeful learning environment within the school.

All members of the school community, pupils, staff, parents and governors shall:

- Work to achieve an ethos of mutual respect, ensuring equality and fairness of treatment for all.
- Have high but realistic expectations of their own and others' behaviour.
- Promote a culture of praise and encouragement.
- Respect and support each other.
- Provide a safe environment which is free from disruption, violence and bullying.
- Make a positive contribution and recognise the contributions of others.
- Promote self-esteem and confidence.
- Help pupils to find ways to effectively self-regulate.
- Encourage pupils to achieve by participating in all aspects of school life and the wider community.

Heathermount School adopts a structured and systematic approach to promoting positive behaviour across the school.

Pupils are supported and encouraged to stay on task in class, engage appropriately in activities with other pupils, use acceptable language and exercise self-control when anxious, angry or upset. Pupils who find it difficult to remain calm and on task will also be encouraged to make use of their individual 'Calm Plans'.

Staff will use individualised approaches to support pupils in managing their behaviour. This will include the use of strategies which are effective in helping pupils who become very anxious.

Rewarding Positive Behaviour

- Make calls home or send letters home to reward positive behaviours when they been demonstrated
- Use reward strategies which are individualised, varied and age appropriate, for example stickers, stamps, postcards home and badges. Reward vouchers and trips are arranged in special circumstances.
- Staff will at all times look to reward positive behaviour through the use of verbal praise, stickers, reward posters, achievement certificates at assembly time and as an end of term celebration.

- ✓ **Whole School Ethos** – Social and emotional skills are developed at every opportunity to help pupils understand their own and the feelings and behaviours of others. The READY curriculum is threaded through all learning activities.

Staff will:

- Maintain a secure structured learning environment at all times and encourage everyone to move around the school site in a calm and orderly manner.
- Ensure everyone is aware of how to keep safe on site.
- Meet and greet pupils at the beginning of the school day and at the start of each lesson
- Ensure that lessons begin and end on time.
- Have consistent approaches to lesson planning.

- Match responsibilities and expectations to individuals and their development.
- Communicate what behaviours are expected
- Use positive language throughout, pointing out what the pupil is doing correctly and not what they shouldn't be doing.
- Understand and use the pupils Calm Plans, Behaviour and Risk Assessment, and where applicable the Behaviour Support Plan.
- Ensure that all tasks are personalised and use visual / picture cues when needed.
- Use encouragement and praise at every opportunity to reinforce good behaviour.
- Praise and encourage pupils whenever they show positive behaviours, such as helping other pupils or using self-calming strategies independently.
- Manage disruptive behaviour in line with the Behaviour Policy.

- ✓ **Individual Plans. Behaviour and Risk Assessment (BARA) and Calm Plans** – All pupils have personalised plans to support their learning and the development of their social and emotional skills. All staff must use these documents to ensure a consistent approach for the pupil.

A 'Calm Plan' is updated at the pupil's Annual Review. As the pupil becomes older it is acknowledged that the 'Calm Plan' becomes part of their routine.

The BARA provides detailed information that the teacher must use to consistently support the pupil. It will inform lesson planning. Behaviour targets may be identified, and individualised recommendations put in place. The BARA is regularly monitored, reviewed and updated by the class teacher or tutor in conjunction with the staff team.

- ✓ **Behaviour Support Plans** – Where repeated patterns of negative behaviour are demonstrated, any member of staff can make a request to SLT (Senior Leadership Team) to consider whether an Autism-focussed Behaviour Support Plan is drawn up. This would be established within a TAC (Team around the Child) meeting

This is a detailed plan, based on a comprehensive assessment, which highlights the behaviours causing concern. It recommends how these behaviours will be best managed through,

- changes to the teaching environment;
- development of skills and coping strategies, and
- focussed approaches to manage specific behaviours.

An action plan is drawn up. These plans are developed collaboratively by the school's teaching staff, clinical team and parents and will be reviewed and updated on a regular basis.

If a member of staff has any concerns about a child's behaviour or the management of it, it must be referred to the SLT.

Life at Heathermount School: Setting boundaries for behaviour

There are times when pupils present behaviours that pose a risk to themselves and others or which may impact the learning experience of other pupils. The school will always aim to ensure that a pupil knows why his/her behaviour is inappropriate and teach more appropriate ways of dealing with the anxiety, frustration or anger which may have led to the behaviour occurring.

As part of safeguarding pupils, Heathermount will not tolerate hurting others or damaging property

All behaviours of concern are monitored by staff on an electronic system and an Incident Form for more serious incidents. As there are different levels of severity of behaviours, the school has adopted a staged approach to manage these when they occur. A person-centred approach based on the needs of the individual and the circumstances of the incident, will always be taken into account when considering consequences for behaviour.

Minor Incidents

These incidents are dealt with by the classroom teacher and include, for example: not following instructions or refusing to complete class work.

Possible actions

Staff will:

- ✓ Remind the pupil of what you expect from the lesson – verbal correction
- ✓ Remind the pupil in a calm manner what he/she is expected to do – use the Calm Plan - and refocus him/her to the task.
- ✓ Describe and support positive alternatives.
- ✓ Ask the pupil to step out of the room and use calming/sensory techniques to help them take back control of their behaviour. (No more than 5mins)
- ✓ Move the pupil to an alternative teaching space for the remainder of the lesson (supervised by an adult).
- ✓ Arrange 'catch-up' time for learning missed.
- ✓ Debrief to establish with the behaviour happened.
- ✓ Phone home to communicate the strategies that resolved the incident and any actions required
- ✓ Speak to another member of staff – SLT (Senior Leadership Team) for advice if required.
- ✓ Record incident on electronic system and follow-up.

Medium Incidents

These incidents may initially be managed by the class teacher with support given from SLT (Senior Leadership Team) for example: making threats; obscene and aggressive language; bullying; physical aggression; potentially dangerous behaviour, including damaging property.

Possible actions

Staff will:

- ✓ Follow all calming strategies as above and work with SLT (Senior Leadership Team) to immediately manage the situation
- ✓ Phone parents/carers to informing them of the issues and identify the specific support family members can give. This will include agreeing behavioural goals and potential consequences.
- ✓ Parents may be formally invited in by the school to clarify issues and set a review how to move forward and support the individual.
- ✓ Agree for a period of time for a pupil to work elsewhere. Work will be set by the subject teacher, but the pupil will be supervised by another member of staff.
- ✓ Re-integration will be planned after there has been a rebuild between both parties, into whole or part lessons as agreed over a period of time.
- ✓ Other consequences could include loss of leisure or reward time

Major/Serious incidents

These incidents will be managed by the SLT (Senior Leadership Team). They include: Assault on a member of staff or another pupil which causes injury; on-going bullying despite previous interventions; possession of an offensive weapon; possession of and/or supplying illegal substances; racial or sexual harassment; other dangerous incidents.

The Headteacher will consider:

- Internal exclusion.
- Fixed-term exclusion.
- Police involvement.

Parents will always be informed whenever a serious incident takes place at the school and will be asked to support the actions taken by the school to ensure that it remains a safe environment for all pupils.

All major/serious incidents will need to be recorded on an electronic system, on a Serious Incident Form and have a 'Root Cause Analysis' meeting within 2 working days of the incident.

Permanent Exclusion

This is the final sanction when the school has exhausted all means at its disposal to meet a pupil's needs. The school must be convinced that to keep a pupil on-roll would seriously impair the education and/or safety of other pupils. There are also rare cases when a single incident may cause the Headteacher to recommend permanent exclusion to the Governing Body.

Use of restrictive physical intervention to control or restrain a pupil (RPI)

It may at times be necessary for staff to intervene physically to control or restrain a pupil when all other methods of supporting the pupil have proved ineffective. Staff are empowered to intervene when necessary by the Education and Inspections Act 2006, Section 93. Parents/carers should be aware that the law permits all adults authorised by the Headteacher to use reasonable force:

- where pupils may injure themselves or others
- where the behaviour is prejudicial to maintaining good order and discipline at the school or among the pupils
- where pupils may be causing damage to property (including the pupil's own property).
- when it is likely that a criminal offence is being committed
- when the action occurs on the school premises or during an authorised activity off the premises

When all alternatives have been tried and have failed, and pupils are not listening to staff, for their own health and safety appropriate physical restraint will be used until the pupil is calm or in a place of safety.

All staff will have access to regular updating of physical intervention strategies using British Institute of Learning Disabilities (BILD) accredited training.

Physical interventions will be in line with the policy guidance of the Disabilities Trust, the Department of Education and the BILD Code of Practice.

SUBSTANCE ABUSE (SMOKING, ALCOHOL and ILLEGAL DRUGS) POLICY

Aims

The aims are to provide individualised programmes according to our pupils needs at Heathermount School:

- knowledge and understanding of the effects of drugs on the body and the effects of drugs on behaviour and their use in society.
- knowledge and understanding of the law relating to the use and misuse of drugs.
- an opportunity to explore the attitudes which result in drugs and solvent misuse.
- educational opportunities for young people to acquire such knowledge and skills to enable them to resist social and peer pressures.
- a school environment where such pressures are minimised as far as possible.

Smoking

Heathermount has a No Smoking policy for all members of the school.

Pupils are not allowed to have tobacco products, cigarette lighters or matches on school premises. Neither does the school permit the use of electronic cigarettes or shisha pens/pipes.

Pupils are not allowed to smoke at Heathermount and those caught smoking or being with smokers will be subject to school sanctions. Parents will be notified. Smoking is not allowed anywhere on the school premises, on any school visits or at any time pupils are under the jurisdiction of the school – that includes on the way to and from school and on the coaches.

Alcohol

The possession of alcohol on school premises is not allowed. Pupils who bring alcohol onto the school site or appear to be under the influence of alcohol will be subject to school sanctions and parents will be contacted to take their son/daughter home immediately.

DRUGS POLICY

Drugs in School

The Governors and Staff of Heathermount School have a clear policy for pupils in all matters relating to drugs and other illegal substances. The possession or use of prohibited substances on our site is absolutely forbidden.

'Legal highs' (psychoactive substances such as Nitrous Oxide) are absolutely forbidden as well. Any pupil who is found either in possession of drugs or solvents or under their influence will be pending further investigation and be subject to school consequences and parents will be contacted to take their son/daughter home immediately.

Permanent exclusion will occur when a pupil is found to be supplying drugs to other pupils.

Any drug related incident will be reported to the police. We take the matter of prohibited substances and their abuse very seriously indeed. We recognise that society imposes many pressures and temptations upon young people, and that parents and teachers must work together to help pupils cope with them.

The power to search, screen and confiscate:

Heathermount works in partnership with parents, carers and representatives of the placing Local Authorities to ensure good and acceptable behaviour is encouraged and maintained at all times. Very occasionally there may be a need to confiscate something from a pupil.

Under Section 91 of the Education and Inspections Act 2006, a member of staff at Heathermount School has the right to confiscate and retain a pupil's property as a disciplinary penalty where it is reasonable to do so.

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 reasonable 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 pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

When confiscating banned items all staff must insist firmly and assertively what it is they want the pupil to give them. Teachers are not permitted to remove items by force, unless this item presents an immediate risk to the pupil or others.

If a pupil refuses to hand something over the incident must be referred to a senior member of staff immediately.

The length of time that a confiscated item can be kept is a maximum of two weeks, although the actual period of time will be confirmed with the pupil when it is convenient with the member of staff. All confiscated items should be labelled/put in an envelope with the pupil's name evident upon it and dated with the day the item was confiscated and the date it is due to be returned. The item will be stored securely in a locked drawer/cupboard by the member of the staff who has confiscated the item. If the item is too big to be placed in an envelope, then the same details should be attached to a sticker which is then placed on the confiscated article. Parents will be required to collect all confiscated items.

The power to confiscate extends to all items that are not allowed at school. With regard to weapons, knives, alcohol, illegal drugs and stolen items, these will be handed directly to the Police.

With regard to items confiscated that are not permitted to be worn or used by pupils (inappropriate uniform/use of a mobile phone or gaming devices either in a lesson or without the teacher's permission) the process for confiscating is set out as above.

Under the Education and Inspections Act 2006 Head Teachers now have the power to discipline pupils who misbehave outside the school's premises and outside school's hours.

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A GUIDE FOR PARENTS AND CARERS

School Principles

Heathermount School offers an environment to effectively meet specific needs, including those of a sensory, social, communication, emotional nature. This is achieved through the provision of an ASD-specific learning environment.

The school aims to manage the factors that may trigger complex behaviours by teaching and supporting the use of self-regulation strategies and the development of social insight and skills, alongside and through the curriculum.

The school supports pupils to understand the consequences of their behaviour and to develop alternative and more adaptive responses.

Through doing so, the school aims to provide a calm, stable and nurturing environment for all its pupils.

Staff will:

- Make everyone feels valued and safe in school
- Ensure that every pupil has an equal opportunity to learn to his or her fullest potential
- Reward appropriate positive behaviour with praised and use a range of reward systems
- Keep you informed of your child’s success and development, their achievements and efforts.
- Treat your child fairly in a crisis and work with you to understand their response and consider alternative responses or choices.

We request that parents/carers will:

- Respect staff and their private lives in all forms of communication and treat with courtesy at all times.
- Support the work of the school by working alongside the staff to consider the most appropriate way forward for your child.
- Be part of a school-based plan to support your child.

If at any time you are concerned about your child’s or the school’s response SLT (Senior Leadership Team) would welcome your input. We believe that by sharing concerns and working together we will support your child to learn and so develop confidence for life.

- Parents should actively support the principles in this policy and challenge their child’s behaviours that fall within the stated categories as and when they occur.