



Document Control Policy

Document type:	Behaviour Policy
Version:	Draft Version 1.0
Author and Role:	Jane Jackson, Head teacher
Approved by:	Governance Leadership Team
Date Approved:	30/9/17
Ratified by:	BOG
Date ratified:	Jan 2018
Director Owner:	Jane Jackson
Master Document Controller:	Nicole Durrans
Date uploaded to Portal:	N/A
Review Frequency:	Annually

Version Control

Version	Type of change	Date	Revisions from previous version



Heathermount School Behaviour Policy

Draft 2018/19

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:

Reviewed: September 2018

Heathermount School Behaviour Policy

Introduction

Heathermount is a non-maintained special school catering for children and young people with Autism. As a consequence, one of the prime responsibilities of the school is to prepare students for life and to give them strategies to manage their own behaviour successfully and to make mutually satisfying relationships with others. This is a major focus for teaching and learning and is an integral part of the school's specialist role. As we are responsible for students' life chances we will teach them that hurting others and damage to property is not acceptable. We will support students with clear boundaries and consequences for behaviour deemed inappropriate.

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, shall review the policy on an annual basis to ensure it is still sufficiently robust and meets the needs of the school and its community.

Philosophy

Heathermount: Where we all aspire to be GREAT and build confidence for life.

Statement of Behaviour Principles

We recognise that some challenging behaviour is a form of communication which often reflects unmet needs. We believe that as communication, progress and alternative skills are introduced so challenging behaviour significantly reduces. We also recognise that when all possible attempts have been made to meet needs, some behaviour is unacceptable and students need to understand that there will be consequences for their actions.

Daily life at Heathermount is underpinned by an ethos of mutual respect. In order to achieve this all members of the school community, students, staff, parents and governors shall:

- have high but realistic expectations of their own and others' behaviour
- respect and support each other
- show respect for the school environment and equipment
- make a positive contribution and recognise the contributions of others

Heathermount seeks to create a caring, calm learning environment within the school by:

- promoting desired behaviour and discipline
- promoting self-esteem and self-discipline
- ensuring equality and fairness of treatment for all
- providing a safe environment, free from disruption, violence, bullying and any form of harassment
- promote a culture of praise and encouragement in which all students can achieve

By promoting a student centred approach and an individual learning environment, staff will encourage in all students a spirit of participation which will enable them to socialise and be involved in all aspects of school life and that of their local community.

All students and members of staff have the right to work in an environment that is safe, calm and purposeful and where the rights of the individual are respected. In order to achieve this:

Procedures

- All members of staff will ensure they are in situ to meet and greet students at the beginning of the school day.
- Members of staff will ensure they are familiar with school guidelines for seeing students off the school site at the end of the school day.

- Members of staff will ensure that lessons begin and end on time.
- Students will be punctual to lessons.
- There will be mutual respect between staff and students.
- Everyone will move around the school site in a calm and orderly manner.
- Everyone will be aware of assembly points in the event of a fire alarm or any other evacuation warnings.

Supporting Student Behaviour

Heathermount adopts a structured and systematic approach to managing behaviour across the school. This is a three stage approach to a positive behaviour curriculum and includes:

- **Stage 1** for all students: whole class teaching of core skills to help students understand their own and the feelings and behaviour of others;
- **Stage 2** personalised support via the class team using a planned approach which is reviewed and monitored by the team; some behaviour targets may be identified and a personalised system put in place.
- **Stage 3** a few students may require an Autism Support Plan (ASP). This is a detailed plan that highlights which behaviours we are currently concerned about, which behaviours we would like to see and how we are going to teach these behaviours. These plans will be drawn up following a multi disciplinary team meeting and will be reviewed on a fortnightly basis as long as this is deemed appropriate.

Promoting positive student behaviour

The right of every class or group to a calm and purposeful learning environment is central to the school's behaviour support ethos. Therefore students are encouraged to stay on task, be encouraged to engage in group activities, use acceptable language and try to exercise self control when angry or upset.

Behaviour in lessons is expected to be calm and students are encouraged to remain on task as directed by the member of staff.

Staff use calm voices and positive body language to support students in managing their behaviour.

Students finding it difficult to remain calm and on task will be encouraged to make use of their individual "calm plans".

For their own safety, students will be accompanied by a member of staff when leaving the school site.

Proactive strategies

All appropriate behaviour is encouraged and valued at Heathermount

To ensure consistence all members of staff will

- praise students when they express positive behaviour.
- tell students clearly what is expected of them
- ensure that rules are consistent, fair and will be kept
- regularly review rules in conjunction with the School Council
- ensure that responsibilities and expectations are matched to individuals and their development
- share information with students and parents when behaviour has been exemplary as appropriate

The school has a system of rewards which is person centred, is varied and age appropriate. These rewards are reviewed regularly in discussion with the students to ensure they remain relevant.

Owing to the varying needs of students in Heathermount, reward systems are developed to meet the requirements of the group of students and can range from collecting stickers in the primary department to individualised reward trips in the secondary department.

Consequences

Unfortunately, there are times when students present poor behaviour that does not meet the school's expectations. We must always be prepared to challenge students in relation to punctuality, uniform and behaviour but it needs to be done in an assertive and not an aggressive way. The basic protocols for dealing with challenging behaviour are:

- avoid aggressive language and public demands in front of other students.
- ensure there is an appropriate length of time to allow a 'cooling off' period when both the student and the teacher are ready to discuss an issue that has arisen.
- avoid shouting.
- take a student to one side if you wish to speak with him/her about poor behaviour where possible.

All negative behaviour is monitored by staff through two methods;

- A behaviour monitoring system for less serious incidents (BromCom)
- An incident form for more serious incidents.

There are different levels of inappropriate behaviour and therefore a staged approach is needed when dealing with inappropriate behaviour. These stages are described below;

Minor Incidents

These incidents are dealt with by the classroom teacher and include, for example: throwing paper; calling out; chewing; not following instructions; incomplete class work; no homework; lack of equipment.

Consequences could include:

- verbal reprimand
- short cooling off period outside the classroom (maximum 5 minutes)
- moving seat
- phone call home.
- sent to a temporary alternative space (supervised by an adult)

Medium Incidents

These incidents may initially be managed by the class teacher and support may be sought from the SLT if needed.

- obscene language
- verbal aggression
- physical violence
- refusal to follow instructions
- potentially dangerous behaviour
- low level bullying

Sanctions could include:

- telephone call home to parents/carers informing them of the issues by the subject teacher/class tutor and outlining specific support family members can give.
- agree for a period of time for a student to work elsewhere in any learning area except the lesson where there are issues, with work set by the subject teacher.
- re-integration of student back into whole or part lessons as agreed over a period of time.

- the removal of privileges such as a leisure time or the opportunity to participate in school trips or sports events that are not essential to the school curriculum.
- the removal of 'leisure time' at lunch and break for a fixed period of time.
- parents formally invited in by the school to clarify issues and set behaviour contract/pastoral support plan for the student to follow along with regular opportunities to review progress made towards targets.
- time out with another member of staff.

There are occurrences when a student refuses to adhere to a sanction. As a school we will persist until the student realises there are boundaries, expectations and rules. We believe this to be very important for the well being of the child as they leave Heathermount and take their place in society.

Major/Serious incidents

- assault on a member of staff causing injury
- assault on a student resulting in injury
- continuous bullying despite previous interventions
- possession of an offensive weapon
- possession of and/or supplying illegal substances
- significant bullying
- racial/sexual harassment
- dangerous incidents

Sanctions available include:

- internal exclusion
- fixed term exclusion
- police involvement

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

Permanent Exclusion

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

22Use of restrictive physical intervention to control or restrain a student RPI

It may be necessary for staff to intervene physically to control or restrain a student. 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:

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

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

All staff will have access to regular updating of positive behaviour support techniques, including positive handling procedures (MAYBO), in line with the policy guidance of the Disabilities Trust, the DfE and the BILD Code of Practice.

SMOKING AND ALCOHOL POLICY

Smoking

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

Students 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.

Students 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 unhealthy, anti-social and dangerous. Smoking is not allowed anywhere on the school premises, on any school visits or at any time students are under the jurisdiction of the school – that includes on the way to and from school and on the coaches. If you are caught smoking the following punishments the behaviour policy will be followed.

Alcohol

The possession of alcohol on school premises is not allowed. Students 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 students 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 student 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 student is found to be supplying drugs to other students.

Students who are caught associating with such a student may also face permanent exclusion. This approach applies to any situation – on school premises, during school visits or off-site events, for instance, where students are regarded as being in our care.

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 students cope with them.

To do this, we have developed a full programme of drugs education in school that is linked with our local authority partners, we hold awareness sessions for parents and information has been added to our website.

We have written this clear policy because we believe that our parents wish us to continue to take this firm stance. It is our duty to protect students, so far as possible, from these pressures and temptations in school, but we will always need the active support from home to make our policies successful.

Aims

The aims are to provide individualised programmes according to our students 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.

The power to search, screen and confiscate

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 student's property as a disciplinary penalty where it is reasonable to do so.

When confiscating banned items all staff must insist firmly and assertively what it is they want the student to give them but staff must never grab the item.

If a student 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 student when it is convenient with the member of staff. All confiscated items should be labelled/put in an envelope with the student'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 should 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.

It is the responsibility of the teacher confiscating the item to return it to the student and to be precise when the student can collect the confiscated item

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 never be returned to the student but handed directly to the Police.

With regard to items confiscated that are not permitted to be worn or used by students (inappropriate uniform/use of a mobile phone or gaming devices either in a lesson without the teacher's permission or at times other than at lunch or break) the process for confiscating is set out as above. This also includes the wearing of ear phones whether in the ear or hanging from the neck but clearly visible if the teacher has not given permission to the student that music can be listened to. It also applies at all other times a student is not in lessons other than at break and lunchtime.

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

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

GUIDANCE FOR TEACHERS

PROMOTING ACHIEVEMENT THROUGH POSITIVE BEHAVIOUR

Creating a climate for Teaching and Learning

If guidance, structure and behaviour are consistent in lessons students will know and understand the boundaries of acceptable behaviours.

Classroom expectations

- Ensure that your classroom or teaching area is prepared by having the lesson objective clearly displayed. If this is what the students expect on arrival, the lesson should start smoothly. Students arriving at different times will enter into a calm, inviting working environment.
- As students arrive greet them by name, taking every opportunity to recognise where an individual may need extra support.
- Start the lesson by clearly explaining the objectives, activities and outcomes that are expected of them. Where necessary make reference to previous activities.
- Ensure that all students are catered for through differentiated tasks and that they understand these tasks clearly. Where students are successfully engaged, off task behavioural difficulties should be dramatically reduced.
- Ensure that visual / picture cues are available for those students needing them.
- Encouragement and praise should be used at every opportunity to reinforce good behaviour.
- Use positive language throughout, pointing out what the student should be doing and not what they shouldn't
- Use the plenary session at the end of the lesson to review and reinforce the learning that has just occurred and assess the individual performance of each student to help plan effectively for the next session and monitor progress.
- Always end the lesson with a positive comment
- It is the right of every child to be able to learn in their lessons. Disruptive behaviour will not be tolerated and should it continue a decision will be made as to the best way forward for the individual student to continue learning without disrupting the learning of others

It is best to try these strategies in the first instance

1. Reminding the student in a calm manner what he is expected to do and refocus him to the task. Do not reinforce what he is doing by providing negative reinforcement.
2. Offering positive alternatives to misbehaviour
3. Asking the student to step out of the room and introduce calming techniques to help them take back control of their behaviour
4. Facilitating a rebuild between both parties
5. Remind the student of what you expect from the lesson
6. Log behaviour on management system
7. Speak to a member of SLT

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

A GUIDE FOR PARENTS AND CARERS

In matters of behaviour, we think it is essential that parents share our policy and are encouraged to work together as supportive adults to create a safe, nurturing and encouraging environment, with clear boundaries and expectations, in which all students have the opportunity to fulfil their potential and develop confidence for life.

School Principles

As a school we believe that all people are of equal value and that showing respect to others, both adults and peers, is a keystone of positive behaviour that enhances learning. Ultimately, regardless of their autism, all students need to learn to be responsible for wherever possible making positive behavioural choices. Students will be praised and encouraged whenever they work well and show consideration to others within the school. Students will be taught that negative behaviours have an impact on others and there are consequences to actions.

School Rules

The expectations and positive behaviours are for the benefit of all students and staff to maintain school rules and school rules must. At Heathermount we aim to:

- Make everyone feels valued and safe in school
- Ensure that every student has an equal opportunity to learn to his or her fullest potential

Rewards

Appropriate positive behaviour will be praised and rewarded.

The staff will keep you informed of your child's success and development, their achievements and efforts.

There will be a range of reward systems and merit schemes for appropriate behaviour.

Additional Support

It may be that as part of helping your child's positive behaviour you will be invited to:

- Consult with the school staff
- Be part of a school-based plan to support your child. .
- Attend meetings if and when appropriate at all stages of the intervention.
- Work alongside the staff to consider the most appropriate way forward for your child.

If a crisis situation arises, your child will be treated fairly and will always be given the opportunity to understand their response and consider alternative responses or choices. This is particularly important for young people with autism. We may ask you to help us with this if the difficulties continue.

If at any time you are concerned about your child's or the school's response we would welcome your input. We believe that sharing concerns will support your child to get the most from the school.