

Education Behaviour Support Policy and Procedures

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Revision Log (last 5 changes)

Date	Version No	Brief detail of change
07/22	3	inclusion of details around whole school strategy
		further details around the behaviours which may result in internal or external suspensions or exclusions
03/23	4	removal of previous Snowfields Behaviour Chart image
		Clarification around suspensions and exclusions using government guidance
01/	5	Inclusion of inappropriate touching
		Change in names of behaviour plans included

Snowfields Academy
Behaviour Support Policy

Definition

Behaviours are functional and communicative acts, which are meaningful because they achieve important results for an individual.

Behaviour for Learning at Snowfields Academy:

At the heart of our commitment to creating a positive culture of 'behaviour for learning' is the relationship of trust and mutual respect which exists between students, staff and their environment.

Behaviour for learning at Snowfields Academy incorporates:

- High expectations of students by staff and the students themselves, to achieve in all aspects of their lives.
- Recognising and rewarding behaviour that enables students to learn effectively.
- Consideration of and planning for individual students need in order to set appropriate and attainable targets.
- Will be applied to all students at all stages according to their level of need, to support them in their next steps for learning.
- An expectation that a student's behaviour does not impact the teachers ability to teach or their peers ability to learn.

Statement of Intent

The long-term aims of this policy are to work in partnership with families in order:

1. To promote positive self-esteem and to encourage self-advocacy
2. To establish an environment that enables behaviour for learning to take place
3. To develop empathy and respect for self and others.
4. To enable each student to maximise their independence in preparation for adult life
5. To set clear and consistent boundaries which allow students to understand and support their own behaviour
6. For students to be equipped with the skills to understand their own behaviour, and eventually be able to problem solve and manage difficult situations. This will enable students to access different environments and be fully included.
7. To recognise and celebrate positive behaviour.

Philosophy

Understanding and supporting the behaviour of students which challenges us

Supporting students and engaging them in appropriate behaviour for learning is a crucial component of providing them with an effective and efficient educational offer. It is imperative we get this right for our students so that they can learn, and teachers can teach. In all classes in Key stage 3 & 4 the whole school behaviour approach is implemented. This approach focuses heavily on building on positive behaviours and these being appropriately rewarded.

Where behaviours for learning are not in line with expectations, the system is sympathetic to this, and encourages students and staff to reflect on what they need to change, or what staff can facilitate in order to help them regulate, engage and resume appropriate behaviour for learning.

Sanctions will not be used as the predominant means of supporting a student's behaviour. This does not however preclude the use of appropriate consequences in order to make students aware there are repercussions for negative behaviour. However, any disciplinary decisions must always be personalised to meet the needs of the individual. When these measures are implemented it is imperative that school have open communication with families about this to facilitate collaboration between both parties.

Individual Behaviour Support Plans (BSP) and Positive Learning Plans (PLP) must operate in the context of a curriculum, which is in itself rewarding and stimulating. The curriculum should strive to provide an instructional context within which a student performs functional, age-appropriate acts in a variety of natural domestic, vocational, recreational and community settings.

Individual Behaviour Support Plans can only be effective if staff and students have ownership of them. As such class teams will be involved in their development and implementations; with regular recording and analysis of behaviour to inform a continual review of practice. Students and their families should be involved in the development and implementation of their behaviour support plans. All staff must be fully informed of relevant procedures in order to ensure continuity across all settings and training must be available to meet staff development needs.

Positive expectations have a positive effect on the behaviour of others. Every student is of equal value and deserving of the same respect.

Working in Partnership with Families

Staff at Snowfields Academy understand the importance of working in collaboration with families to support their son or daughters academic and spiritual, moral, social and cultural development. Open, two-way dialogue is encouraged through telephone conversations and by class email alias'. This facilitates proactive support for families in agreeing and implementing agreed strategies to support behavioural, communication, social, and emotional issues.

At Snowfields we will follow a progressive process to support behaviour for learning.

- Liaison with families
- Tracking and analysing student progress alongside behaviour recording.
- Consultation between class teams and Academy Behaviour Leaders
- Individual Behaviour Support Plan and Positive Learning support process begins; with regular recording and analysis to inform a continual review of practice.
- Individual Student Needs (IPN) process allows a multidisciplinary approach to consider the student's holistic needs if necessary

Equal Opportunities

The Academy's role is to plan for and meet students' individual needs. The Academy will organise support around those needs working alongside other professionals in The Leigh Academies Trust including but not exclusive to; educational psychologists, occupational therapists, therapeutic play workers, medical professionals etc. Should a situation develop that is beyond the expertise of staff, external agencies will be consulted where possible, e.g. Early Help, Child and Adolescent Mental Health Services (CAMHS) etc

All Individual Behaviour Support Plans must be agreed by families, the student where appropriate, class teacher and the Academy Behaviour Lead; in some cases it will also be approved by a member of the Senior Leadership Team. The student's cultural background must be taken into consideration and the aim is to always work collaboratively with families. However, in the instance that a parent/carer is not in agreement with an Individual Behaviour Support Plan the Academy may act against their wishes where there are health and safety issues involved for the student, his/her peers or staff.

Positive Reinforcers

Positive behaviour will be encouraged at all times and staff will lead by example. Examples of reinforcers may include:

- Reward charts & whole school reward system linked to Reward Vending Machine - contents chosen by students
- Verbal praise and encouragement
- Celebration assemblies
- Certificates/ stickers
- Achievement postcards
- Displaying students work around the Academy
- Working for strategies such as time playing football, time with our well being dogs, etc

Once a reward has been earned it must not be taken away. Rewards are given as a result of positive behaviour and learning and will not be used as sanctions; however, there may be time limitations placed upon them.

Decisions may also need to be made to restrict access to areas of the Academy such as using the MUGA at lunchtimes. These decisions will only be made if a student's behaviour is deemed a potential risk to others or having regular access to this space is having a significantly detrimental impact on the learning of themselves and others. This will always be for a fixed period of time and communicated with the student and usually their family, with a clear path of how these restrictions can be lifted.

Individual Behaviour Support Plans & Risk Assessments must include:

- A precise description of the behaviour to be supported.
- Consideration of the student's environment and any alterations which could be made to reduce inappropriate behaviours
- The term 'environment' is used in its broadest sense to cover everything that may affect a student, including personal interaction, teaching strategies, etc. - A positive teaching strategy which serves to teach the student specific, socially acceptable responses that serve the same function as, or replace the need for, the behaviour that has been targeted for reduction.
- Details of how appropriate behaviours will be reinforced, how often and by whom.
- A section on reactive strategies i.e. how to respond safely if the behaviour occurs
- A record of who has been involved in drawing up the programme.
- All serious incidents and accidents must be recorded on the Academy's behaviour recording system, which will then be analysed by the Behaviour Lead and reviewed by the Senior Leadership Team. These feed into departmental analysis of behaviour incidences, which inform action plans and further support is given based on the information they highlight.

Prohibited Sanctions

1. Corporal punishment, including smacking and rough handling
2. Withholding of sustenance and force feeding
3. Withholding of basic physical comforts such as warmth and appropriate clothing
4. The locking of a student in a room, at any time.
5. Inappropriate use of voice and tone
6. The use of language which demeans or intimidates the student
7. Putting students out of the classroom unsupervised

Physical Interventions

Snowfields Academy is unable to meet the needs of students with a primary need of challenging behaviour/SEMH and cannot support young people who may require this level of intervention due to challenging behaviour needs.

Physical interventions would only be used in the event that a student's behaviour poses a significant and immediate risk to themselves or others (see below) and all other strategies or options are unviable. These interventions will be used only if reasonable, proportionate and only when absolutely necessary. They will be recorded as a serious incident. A member of senior staff at Snowfields Academy will be immediately notified of any such incident and family informed. In the event of such occurrences a multidisciplinary review would be called to ascertain whether Snowfields Academy can continue to meet the needs of the young person.

Physical interventions may be necessary if:

1. There is an imminent risk to self
2. There is an imminent risk to others (staff or student)
3. There is an imminent risk to wellbeing, and security of peers
4. A student is engaged in a criminal act

Withdrawal/Needing to leave a situation

At Snowfields Academy this is defined as a positive procedure whereby a student is given the opportunity to leave a situation, which they are finding over stimulating and/or stressful in order to calm themselves. This may involve supporting the young person to move to a safer/ quieter environment in order to help them self-regulate.

The emphasis must be on teaching the student to recognise they need to leave a potentially overwhelming situation and to communicate that need in an appropriate way. This should be used as an opportunity to teach the student self-control and to support self-management of their behaviour.

Withdrawal or needing time away from a stressful situation should be used as a de-escalation strategy. However, there may be occasions when a member of the class team feels that it is in the best interests of the whole class for the student to leave the situation for a short while. This could be in the form of a short walk or completing an activity/ job in an alternative environment.

Some students will have access to an individual work room to reduce overstimulation. On occasions of significant challenging behaviour staff may withdraw from the room, but will remain present and visible and complete class recording. Doors would never be locked or a student ever prevented from leaving an identified space.

This will be written into the young person's IBSP, parental consent will have been obtained and families will be informed if an incident occurs. (see appendix ten and eleven).

Anti-Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups or by actual differences between children, or perceived differences. For further information please refer to Snowfields Anti Bullying Policy.

At Snowfields Academy, we recognise that our students may display undesirable behaviour towards themselves or others due to their Autism and Social communication difficulties. This behaviour can be linked to difficulties in understanding social communication and interaction, and how to make and maintain positive relationships with others. We recognise however, that there are occasions where bullying may occur and this will always be dealt with in a timely and appropriate manner to ensure all students feel safe from harm.

Snowfields Academy, therefore, seeks to:

- Foster self-esteem, understanding, tolerance and respect between students.
- Recognise individual worth and respect individual human rights, this permeates all school policies.
- Actively promote British values by encouraging the growth of a sense of justice/fairness in all our children which is reinforced by our celebration of good behaviour.
- Foster positive attitudes during assemblies, class, group and individual discussions (including and especially those arising out of

specific incidents), literature (i.e. stories, poems etc.) and the daily modelling of appropriate behaviour by all the adults in the school - Support staff to promote positive relationships and identify and tackle problematic relationships appropriately.

- Develop the understanding of both students and staff around e-safety and the appropriate use of social media.
- Develop our students understanding of their own vulnerability, particularly outside of school, with regard to bullying and/or extremist views, providing them with strategies and pathways to access support.
- Ensure that students are aware that any concerns will be dealt with sensitively and effectively, that students feel safe to learn.
- Help students understand when their behaviour is unkind and that persistent and sustained unkind behaviour may be bullying.
- Report back to parents/carers regarding their concerns and deal promptly with complaints. Parents/ carers in turn work with the school to uphold the Academy ethos.

Pastoral Support Room (PSR)

The PSR is a safe and nurturing environment for students, where they can be supported to reflect on their choices and behaviours, look to agree strategies and interventions to proactively engage with moving forwards.

Students will only access the PSR if this is stated as a strategy in their individual BSP or if stated in a students behaviour plan or risk assessment. On rare occasions a student may need to access a calm space away from the class to support their regulation or readiness for learning. Spaces such as the regulation room, sensory room, outdoor gym, trampoline room/outdoor trampolines etc should be the spaces for such intervention.

Students may only access the PSR as a short term intervention when not stated on their BSP/Risk Assessment if there has been an incident of:

- Physically challenging behaviour towards staff
- Physically challenging behaviour between peers. (Only if it is deemed that the individuals continue to pose a significant risk to others due to a continued heightened state or desire to revisit the physically challenging behaviours.)
- This will always be at the discretion of Senior Leaders

Suspensions and Exclusions

In extremely rare occasions a decision may be reached that a student's behaviour warrants a Suspension. Snowfields Academy will follow the Local Authority Suspensions & Permanent Exclusions guidance. Suspension is a last resort. Prior to any suspensions staff will strive to work with families, the student and a variety of professionals as is appropriate, both internal and external to the setting, in order to risk assess and consider what further strategies and support could be put into place.

A student may receive a Suspension for (but not limited to):

- An incident of significant physically challenging behaviour towards a peer or staff
- A prolonged or significant impact on the efficient education of themselves or others
- A prolonged or sustained impact on the Emotional Wellbeing of others.
- A founded incident of child on child sexual abuse.
- Targeted or persistent usage of offensive language
- Targeted or use of language which pertains to any other persons protected characteristics including:
 - age.
 - gender reassignment.
 - being married or in a civil partnership.
 - disability.
 - race including colour, nationality, ethnic or national origin. - religion or belief.
 - sex.
- Failure to sufficiently follow agreed risk assessments, behaviour plans or Pastoral support plans, and in doing so compromise the Safeguarding, Wellbeing or efficient education of others.
- Repeated instances of refusal to comply with the school behaviour system and its rewards and consequences.
- The bringing of controlled substances or contraband into the Academy premises, including vape pens
- Deliberate or significant damage to the Academy, its property or resources.
- Persistent occurrences of inappropriate touching after staff instruction to cease.

Permanent Exclusion

Permanent exclusions will be used only as a last resort when all other strategies have been exhausted. In exceptional circumstances, where a serious breach of the Academy's Behaviour and Discipline Policy has occurred, the Principal might consider it appropriate, to exclude a student

permanently for a first or one-off offence, having consulted with the CEO/Academies Director. Such circumstances might include those that involve:

- Serious actual or threatened violence against another student or member of staff;
- Sexual misconduct;
- Supplying an illegal drug, as defined within the Academy Drugs and Substance Abuse Policy
- Carrying an offensive weapon;
- Any severe form of bullying including that of a racist or homophobic nature; and/or
- Any action resulting in a serious health and safety issue.
- Persistent and/or sustained breaches of the Academy's Behaviour Policy resulting in attendance being incompatible with the safeguarding, education and welfare of others.

In cases where a criminal offence has taken place, the police and, where appropriate, the Youth Offending Team, Social Services or any other outside agency involved with the student should be informed.

Staff Development and Support

All staff will receive annual behaviour support training during inset training days. This is a mandatory requirement for all staff at Snowfields Academy. All staff must be given appropriate training in the rationale, aims and methods of behaviour support, e.g. functional assessment, proactive approaches and team work. This training will contain a component that assists staff in coping with the emotional aspects of working with students with behavioural support needs.

The success of the policy depends on an on-going system of training and support for staff. This will be delivered primarily through courses including ASD training. Support systems are in place through class teams, the Behaviour Lead, Senior and Middle Leaders. Staff are provided with daily team time to ensure reflection and support is given, particularly during times of challenge.

Approved by Dee Pickerill (Principal): Date: 01/09/2022

Counter-Signed Simon Lockwood (Chair of Governors) : Date: 01/09/2022