



## Education Behaviour Support Policy and Procedures

Document title:	Behaviour Support Policy and Procedures
Version number:	
Policy Status	
Date of Issue	Pilot from February 2025
Date to be revised	

### Revision Log (last 5 changes)

Date	Version No	Brief detail of change

## **Snowfield Academy Behaviour Policy**

### **Introduction**

Every student is important and deserves to feel respected and valued. Our academy is a place where everyone feels safe and supported. Here are the key principles that guide us:

**Where Nurture meets Aspiration:** Helping every student grow and achieve their goals.

**Living Well with Autism:** Supporting every student in understanding and celebrating their unique strengths.

**Where positive relationships grow:** Encouraging trust, kindness, empathy and respect.

**Think and Take Responsibility:** Learning from mistakes, encourage accountability, helping students to grow and making better, more informed choices in the future.

*Autism and associated learning difficulties can present challenges in communication, social interaction, and emotional regulation, but they are not an excuse for inappropriate behaviour. While these conditions may explain why certain behaviours occur, it remains important to teach and support individuals in developing appropriate responses and coping strategies. With the right guidance, structure, and understanding, individuals with autism can learn expectations and boundaries, just like anyone else. Encouraging accountability while providing necessary accommodations fosters growth, independence, and inclusion in society.*

### **Whole academy approach**

At Snowfields, we believe in having high standards for everyone's behaviour. We strive to support all students to live well with their autism in a place that is ready, respectful, and safe for everyone.

Out in the world, actions have consequences, both good and bad. Snowfield's behaviour approach aims to replicate this for students in a supportive educational environment. We predominantly utilise positive reinforcement and restorative practices. This means we praise the positive and support students to learn from the negative.

Our core values of **Work hard, Be kind, Communicate, Stay safe, and Be happy** run through everything we do. They are the golden thread that run through the academy.

We understand that some students may require additional support to meet the academy's behaviour expectations, this support will be given consistently and predictably, applied fairly and taking into account students' needs.

Through this approach, we encourage all students to behave responsibly and respectfully, making our academy a safe place where everyone belongs. We want to help

students to learn how to understand and manage their behaviour, so they can lead a happy and successful life.

## **Code of Conduct/Expectations in Lessons**

### **Ready:**

- Being prepared for learning: This means arriving on time, dressed in the agreed correct uniform, and ready for class.
- Having everything you need: Make sure you bring your equipment, like your Chromebook (fully charged), and a drink.
- Punctuality: Always be on time for lessons and when lining up.
- Using breaks wisely: Go to the toilet during social times so you're ready to learn when class starts.

### **Respectful:**

- Respecting others: Use kind language when talking to teachers and fellow students.
- Respecting property: Take care of academy property, like desks, books, and equipment.
- Respecting yourself and others: Treat yourself and others with kindness and care.
- Respecting the environment: Keep our academy and surroundings clean and tidy.
- Respecting learning: Give your best effort in learning, and support others in doing the same.

### **Safe:**

- Following instructions: Listen carefully and follow directions immediately.
- Personal space: Be mindful of other people's space and avoid crowding others.
- Using the environment and equipment properly: Use everything in the academy in the right way to keep everyone safe.
- Staying in the right areas: Don't walk around the academy or grounds without a teacher or staff member with you.

### **Subject-Specific Expectations:**

Each subject might have its own set of rules to make sure we're learning safely and effectively. For example:

- In PE, students are expected to change into their sports kit.
- In Science, students must wear goggles and a lab coat during experiments to stay safe.
- Horticulture, Farm and Food tech require PPE such as aprons, overalls, gloves and boots.

## **Mobile Phones, Smart Watches and Electronic Devices:**

All mobile phones and other electronic devices must be handed in to the class team when you arrive at the academy. These items will be securely locked away and can be collected at the end of the day when you leave.

This rule is non-negotiable, meaning everyone must follow it.

Our policy on electronics reflects the preparation needed for examinations and is in line with the regulations laid down by the JCQ in the Instructions for Conducting Exams for consistent, secure and integrity led examinations. Their regulations state that the following items are prohibited from examinations:

iPods, mobile phones, MP3/4 players or similar devices, and watches (smart, digital and analogue).

## **Uniform, Footwear, Bags, Make up**

School uniform is compulsory for all students. Adherence to the uniform policy is expected, and any necessary adjustments must be agreed upon by the Senior Leadership Team. Footwear must be plain black and may include plain black trainers. Coats are not permitted to be worn inside the school building and should be stored in designated cloakrooms or lockers; coats worn to school must be dark in colour. Students who choose to wear makeup should ensure it is discrete, and nails must be kept at a safe length to prevent any potential harm to others. Bags must be stored in cloakrooms/lockers and should not be carried around the college. If a student does require their bag for a specific purpose then this should be agreed by a member of staff.

## **Chromebooks**

All students are provided with Chromebooks for educational use and are expected to treat these devices with respect and care. Students and their families are required to sign an Acceptable Use Policy before receiving a Chromebook. Users should be aware that all online content is monitored by Smoothwall and Impero for safety and security purposes. Chromebooks stay in school.

## **Assemblies**

Each week culminates in an achievement assembly where student successes are celebrated and rewarded. Attendance at these assemblies is expected of all students. To ensure all students feel comfortable participating, they can choose to attend either the main assembly or a smaller, more supportive "quiet assembly," where they can celebrate achievements together.

## IB learner profiles

At Snowfield's Academy we are proud to be authorised as a World IB school. The International Baccalaureate (IB) learner profiles are designed to cultivate essential attributes in students. Each profile embodies particular behaviours that can be seen and utilised in various contexts within the academy environment.

The IB Learner Profiles align closely with Snowfields' core values by enabling qualities that support personal growth and community well-being. For example, *Principled* and *Caring* learners reflect "Be Kind" by acting with integrity and compassion, while *Communicators* embody "Communicate" by expressing ideas effectively and listening to others. Additionally, *Balanced* and *Reflective* learners contribute to "Stay Safe" and "Be Happy" by maintaining well-being, and *Inquirers* and *Knowledgeable* individuals demonstrate "Work Hard" through curiosity and perseverance in learning.

**Inquirers** are curious and love to learn. They enjoy asking questions and exploring new subjects, showing determination to solve problems on their own.

**Knowledgeable** students understand various subjects well. They can link what they learn to real-life situations and share their knowledge with others.

**Thinkers** approach challenges using critical thinking. They make smart choices and are open to different ways of solving problems.

**Communicators** express their ideas clearly and are good listeners. They work well in groups and respect others' opinions, ensuring everyone's voice is heard.

**Principled** students act fairly and know the importance of honesty. They care about doing what is right and understand their responsibilities to themselves and others.

**Open-minded** learners appreciate various cultures and perspectives. They respect different beliefs and are willing to reconsider their own views.

**Caring** students show kindness and empathy. They support their classmates and contribute to creating a positive atmosphere in the academy.

**Risk-takers** (Courageous) face new challenges without fear. They are brave enough to try new things and learn from their mistakes.

**Balanced** individuals recognise the need for a well-rounded life. They manage their time between academy work and personal interests effectively.

**Reflective** learners think about their experiences. They understand their strengths and areas for improvement, helping them grow as individuals.

## **Roles and responsibilities**

### **SLT (Senior Leadership Team)**

The Senior Leadership Team (SLT) play a vital role in creating a positive and consistent behaviour culture in the academy. They make sure to be highly visible and interact with staff, students, and families regularly. This visibility helps them to guide staff in managing behaviour that can be challenging.

SLT works closely with the Behaviour Lead and Head of Therapy to ensure that students get the right support and interventions. They carefully monitor these supports to achieve the best outcomes for every student. SLT ensures that all staff are properly introduced to the academy's rules, routines, policies, and procedures. By monitoring and upholding these standards, the SLT helps to create a culture where everyone feels responsible and motivated to succeed.

### **Behaviour lead/ELT**

The Behaviour Lead and Extended Leadership Team at Snowfields provide clear guidance to staff on managing and supporting student behaviour effectively. Behaviour leads analyse behaviour data and trends to identify patterns and implement targeted strategies, ensuring continuous improvement. Communication is a priority, regular updates are shared with staff, families, and other stakeholders.

### **SSMs**

Student Services Managers (SSMs) play a crucial role in implementing operational behaviour procedures alongside the Behaviour Lead and SLT. They work closely with students to provide the necessary support and interventions, ensuring students can achieve success in their behaviour and learning. SSMs communicate regularly with families and external agencies, making referrals for additional support when required, including for Individual Pupil Needs (IPN) or reintegration plans. By collaborating with families and carers, SSMs help build a strong partnership, ensuring that students receive the pastoral support they need to overcome challenges and thrive.

### **Teachers/Tutors**

Teachers and tutors consistently apply the behaviour policy by modelling expected behaviour and ensuring positive relationships in and out of the classroom, while communicating regularly with families to reinforce these expectations. They follow the core behaviour management principles of "**Remind, Regulate, Reset, Reflect, Reintegrate**" to support students in staying on track and adapting as needed. The 5 R's will be displayed in all classrooms and around the academy. In practical subjects, staff

adapt behaviour expectations to ensure safety and respect, applying tailored strategies for each activity.

## **Teaching Assistants**

Teaching Assistants (TAs) support students by modelling expected behaviour and developing positive relationships, working closely with the class teacher to ensure the consistent application of the behaviour policy. During unstructured times, they actively engage with students, encouraging play and social communication to help build positive interactions. TAs communicate any relevant information from previous sessions to the teacher at the start of each lesson, ensuring continuity of support. By using key strategies, such as providing calm guidance and individualised support, TAs help students transition smoothly back into learning, reinforcing the core behaviour expectations throughout the day.

## **Students**

Students are expected to follow the Snowfields behaviour policy by reflecting on and taking responsibility for their own behaviour, ensuring a calm, safe, and supportive learning environment. They should adhere to the code of conduct, which allows teachers to teach without disruption. Students are encouraged to communicate any issues or concerns to staff and offer suggestions on how to improve the learning environment. By doing so, they help maintain a positive atmosphere that supports their own success and the success of others. Students are expected to remain in the classroom for their learning.

## **Families**

Families are expected to take responsibility for their child's behaviour both inside and outside the academy, working in partnership with the academy to maintain high behaviour standards. Each student, along with their families, is required to sign and support the Home Academy Agreement. By doing so, families contribute to supporting the academy in ensuring their child's academic and personal development.

## **Trust**

Leigh Academies Trust (LAT) takes a 'warm-strict' approach to behaviour management; providing clear structures which enable students and staff to thrive. Warm-strict means that we hold all students to the same high standards of behaviour, which means that if an unacceptable behaviour occurs, there will always be a consistent consequence, but it will be applied with fairness. Warm-strict means no excuses, so that whenever disruption occurs, sanctions are an automatic certainty given without severity. Similarly, the reward systems in place recognise positive behaviours which we wish to encourage. Under a warm-strict approach consequences are temporary, after which the behaviour is

forgiven. This approach also distinguishes between behaviour and people, using language that focuses on the action rather than the student. Consequences for repeated disruption then escalate in a well-defined, widely-communicated system.

## **Monitoring and Evaluating Behaviour**

### **Recording and Resolving Issues**

When negative behaviour happens, staff record it carefully using the **ABC System** on Bromcom.

This is what staff will record:

**A (Antecedent):** What happened before the behaviour.

**B (Behaviour):** What the behaviour was.

**C (Consequence):** What happened as a result.

These events are categorised as **Low**, **Medium**, or **High** and reviewed regularly throughout the day. At the end of the day, the data is checked to make sure everything is accurate and to look for patterns that can help solve problems.

Staff look to solve issues swiftly if at all possible, but more complicated situations may take more time to fully investigate and resolve effectively.

### **How We Monitor Behaviour**

At our academy, we carefully keep track of behaviour to help every student succeed.

**Tutors Check Daily Behaviour:** Tutors look at daily reports about their students' behaviour using Bromcom. If a student shows regular behaviours that need extra help, the Tutor team will make contact with families and try different strategies to support them. If things don't improve, the tutor will fill out a referral form to get more support from the Behaviour Lead and the SSM (Student Support Manager) team.

**Behaviour Team Daily check ins:** Behaviour Leads and SSMs meet at the end of each day to analyse student behaviour during the day and make any necessary communication with families with support of the College SLT teams.

**College Meetings:** These meetings help staff share information about behaviour trends



and make sure the right support is provided quickly. These meetings happen fortnightly.

### **How Behaviour Data is Used**

The Behaviour Lead looks at behaviour data to:

- Plan special support for students who need it.
- Inform teachers of data patterns on a weekly basis
- Highlight trends and patterns that might affect groups or the whole academy.
- Use the information to guide family meetings and discuss strategies to support students.
- Remind staff at INSET days what training they can do

### **Learning and reinforcing helpful behaviour**

We believe that helpful and positive behaviours can be taught and learned. Our academy has targeted times and activities to help students develop the skills they need to make positive choices:

- **Morning wellbeing** : Each morning the students focus on one of the core values dedicated to that morning
- **Wellbeing Time (Wednesday PM)**: Dedicated time to help students discuss, reflect, learn calming strategies, and build emotional resilience linked to behaviour and their EHCP outcomes.
- **Learning Approach**: We treat behaviour as a skill that can be practiced and improved, rather than just rules to follow.
- **Reflective and Restorative Practices**: Students are supported to reflect on what went wrong, take responsibility, repair, restore and move forward.
- **Part of the Curriculum**: Lessons about behaviour are included in Communication, PSHE, Life Skills, assemblies, and unique activities like farm visits.
- **Co-Curricular** - Learning how to behave in real life situations eg mountain biking in the woods, attending the swimming pool, spending time in the community

### **Routines and Habits**

Good routines and habits help students behave well and feel secure. We teach and practice these routines with students. Examples include:

- Morning check-ins to start the day on a positive note.
- Clear steps for moving between lessons and activities.
- Lining up before and after each lesson.
- Positive behaviour chart used in all lessons.
- Snowfields standards for consistent lesson structure.
- Regular times to reflect on progress and set goals throughout the day.

### **Sharing Positive Behaviour**

We believe it's important to celebrate good behaviour whenever possible.

**Bromcom Positive Points:** Teachers and staff can add positive points to Bromcom for great behaviour or achievements.

**MCAS (My Child at School):** Positive points are shared with families through this system so you can see your child's daily successes.

### **Encouraging Positive Behaviour**

**Reward Charts:** Students can earn points for achieving different levels (bronze, silver, and gold), which are linked to our whole-academy reward system. Points can be used with fun rewards like the **Reward Vending Machine**, filled with items chosen by students.

**Verbal Praise and Encouragement:** Teachers and staff will let students know when they are doing well.

**Positive Communication home:** Families might receive a positive phone call to share good news.

**Celebration Assemblies:** These are special times to recognise student successes together. These occur once a week.

**Certificates and Stickers:** For individual achievements and milestones.

**Achievement Postcards:** Sent home to share great accomplishments.

**Attendance Postcards and Certificates:** Rewarding students who come to the academy regularly.

**Displaying Work:** Students' amazing work is proudly shown around the academy.

**Fun Activities:** Students can earn time for activities like playing football, riding bikes, or spending time with our well-being dogs.

**Friday Achievement Assemblies:** A weekly event to celebrate all the great things students have done during the week.

## **Regulation and Reset**

### **The 5 Rs of Behaviour Management**

To support students, we use the **5 Rs**. These steps help everyone stay on track and make better choices:

1. **Remind:** Teachers or staff give a gentle reminder to help students remember the right thing to do. This is a chance to pause, think, and choose a better action.
2. **Regulate:** If a student feels upset, angry, or overwhelmed, this step helps them calm down. Staff will support students in using strategies to manage their emotions positively.
3. **Reset:** This step is about starting fresh. Students can go to the **Reset Room**, where there is a quiet, focused space to reflect, complete classwork and prepare to move forward with staff guidance.
4. **Reflect:** Students take time to think about what happened, why it happened, and how they can make better choices next time. Reflection is an important step in learning from mistakes.
5. **Reintegrate:** After successful reflection, the student returns to their learning, ready to focus and do their best.

## Responding to Behaviour

We follow the principles of Leigh Academy Trust's Disruption-Free Learning (DFL) approach, which aims to ensure that all students can learn without distractions. We are committed to being "warm but strict," meaning we are friendly and caring while also setting clear expectations for behaviour.

### Restorative Approach to Behaviour

When students make mistakes, we believe it's important to understand why they did so, and help them learn from it. Our approach is restorative, which means we try to fix things and make sure everyone is heard. We aim to help students reflect on their actions, understand the impact on others, and take responsibility.

### Proactive Strategies for Positive Behaviour

We work hard to understand our students and the things that influence their behaviour. Building strong, positive relationships with students helps us understand their needs and how we can best support them. We also teach students about learning behaviours through lessons, wellbeing sessions, and activities like the BAC (Behaviour as a Curriculum and Communication program). Our goal is to help students reflect on their actions and encourage them to manage their own behaviour.

Students also have access to various tools and resources within the classroom that can help them focus and engage better in their learning. This includes support staff, regulation tools, and spaces where they can take a break if needed. We also have consistent classroom routines, which help students feel more comfortable and organised, reducing anxiety and supporting better focus.

### Reactive Strategies for Behaviour Management

Sometimes, students may need extra support to manage specific behaviours. In these cases, we use individualised strategies to help them succeed. This could involve restorative conversations, meetings with families, or working with a tutor to support the student. We also have personal learning plans (PLP) and behaviour support plans (BSP) that guide us in addressing individual needs. We want to ensure that every student has the support they need to improve and succeed.

## **Consequences for Unhelpful Behaviour**

When behaviour isn't in line with our expectations, it's important to consider the reasons behind it. We look at the student's individual needs. Understanding the full picture allows us to decide the most appropriate response to the situation.

If a consequence is necessary, we aim to keep it fair and restorative. For example, common consequences for unhelpful behaviour might include losing social time, doing restorative work, having a reflection session, or taking part in a restorative justice activity like litter picking. We also might arrange a meeting with families to discuss how to support the student.

## **Behaviour Outside of Academy Premises**

We care about how students behave both inside and outside the academy. There are times when behaviour outside the school can affect the academy, and we may need to address it. For example, if behaviour occurs during a school trip, on transport to or from school, or in the local community while wearing school uniform, we may take action.

If students behave in ways that could harm others, disrupt the academy's operations, or damage the school's reputation, we will step in. This could include issues like bullying, including cyberbullying, or any behaviour that threatens the safety or well-being of others.

## **Sanctions and Support**

If a student's behaviour is not of the expected standard and before any sanctions are decided, we always try to understand the full context. We look at whether the behaviour is linked to any needs, and we make sure the sanction is appropriate. Our goal is always to teach students and help them grow from their experiences.

Some examples of sanctions include a loss of privileges, such as social time, or more serious actions like suspensions if necessary. We also aim to support students with strategies like individual behaviour plans, restorative justice, or family meetings to ensure that behaviour improves in the future.

# **Behaviour Support and Reintegration**

## **Working Together for Success**

Most students do really well with the support of their Form Tutors and Teaching Assistants. These adults understand each student's needs and work closely with them to promote positive behaviour and help them succeed. If a student needs extra help, we create something called a **Positive Learning Plan (PLP)**. This plan is made together with the student, their family, and the Behaviour Lead. It sets out specific goals and

strategies to help the student improve their behaviour and do their best in school.

If a PLP doesn't help enough, we may create a **Behaviour Support Plan (BSP)**. This is a more detailed plan that helps manage more serious behaviour challenges. The BSP is developed with input from the student, their family, the Behaviour Lead, and a senior leader at school. This plan gives clear steps to support the student and make sure everyone is working together to address the behaviour.

### **Levels of Support for Behaviour**

We use three levels of support to help students who need more help with their behaviour and regulation:

#### **Level One - Reset Room:**

If a student is not following the rules, being disruptive, or not showing respect during class, they may be asked to go to the **Reset Room**. Here, they will work with a Teaching Assistant (TA) on reflection tasks or catch up on classwork. This is to help them calm down and think about their actions. If a student keeps refusing to follow instructions, this will be recorded in the system, and we will contact their family. The Behaviour Lead and the class team will decide what to do next, which could include further resets the following day.

#### **Level Two - Reset Time or Internal Suspension:**

If a student continues to have problems with behaviour, such as refusing to follow the rules, damaging property, using hurtful language, or disrupting others' learning, they may face an **internal suspension**. This means they will stay in a separate space with a member of staff and continue their work, but will not be part of the normal class. This level of support is also used if a student refuses to follow their plan (Wellbeing / PLP / BSP or risk assessments). Decisions about internal suspension are made by the Behaviour Lead and SLT.

#### **Level Three - External Suspension:**

This level is for very serious behaviour issues, such as unsafe actions, repeated offensive language, physical violence towards a peer or staff member, bringing prohibited items to school, repeated disruptive behaviour that significantly affects learning or physical aggression.

If a student's behaviour is very concerning, they may be given an **external suspension**, which means they will work from home for a period of time. Only the Principal can make this decision. When the student returns, we hold a meeting to talk about how they can reintegrate into the Academy. A Behaviour support plan (BSP) may also be updated or put into place to make sure we're helping the student in the best way possible.

External suspensions, as supported by the DFE guidance, must align with school policies and be proportionate responses to serious incidents, such as violence or repeated disruption. Schools are required to follow due process, including notifying parents and

recording suspensions correctly.

## **Staff Training and Development**

At Snowfields, we believe in supporting every student, which means our staff are trained to understand and manage behaviour in the best way possible. All staff members receive special training to help them meet the needs of our students and follow the academy's values.

One of the main areas of training is about the Snowfields Standards. These standards help staff understand why students may have certain routines or need structure in their day, while still maintaining high expectations for behaviour.

Staff are also trained in how to support students with a range of needs and difficulties including ASC & ADHD. This helps them respond to all students in a caring, understanding way, especially when students have different learning or emotional needs.

In addition, staff are trained to understand and work with Education, Health, and Care Plans (EHCPs). These plans outline each student's individual needs and goals. Knowing about these plans helps staff provide the right support for each student, so they can succeed.

Through all of this training, we ensure that every staff member knows how to create a safe, inclusive, and supportive environment for all students, helping them to grow, learn, and thrive.

## **Appendices**

### **DFE Government Guidance (Appendix 1)**

#### [Behaviour In Schools](#)

DFE Guidance - [Use of reasonable adjustments](#)

DFE Guidance - [Suspensions and PEX Guidance](#)

## **Trust Policies (Appendix 2)**

[LAT Trust DFL](#) (Disruption Free Learning Policy)

[LAT Searching and Screening Policy](#)

[Complaints Policy](#)

[Suspensions and Permanent Exclusions](#)

## **Resources for use in academy and at home (Appendix 3)**

[Be respectful](#) - (Learning) reset resources

[Be respectful](#) (unkind words) - reset resources

[Be respectful](#) - (disrespect towards others) - reset resources

[Be Safe](#) (people) - reset resources

[Be ready](#) (correct equipment) - reset resources

[Task Management board](#)

[Personalised taskboard](#)

