

Behaviour Support Policy

This policy is concerned with The Rise School's approach to managing behaviour and teaching replacement skills to maximise learning opportunities and increase pupils' quality of life.

Policy author: Hannah Clements, Assistant Headteacher (Pastoral)

Policy owner: Sarah Roscoe, Head Teacher

This policy is to be implemented by:

- All members of staff

This policy is addressed to:

- teaching staff
- pupils
- other relevant stakeholders.

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

- Teaching and learning policy
- Positive handling policy
- Anti-bullying policy
- Equality & diversity policy

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Guidance & procedures

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1. Introduction

- 1.1 This policy seeks to make clear the boundaries of what is appropriate behaviour, what is generally considered appropriate in society, the hierarchy of consequences, arrangements for their consistent and fair application, and a linked system of rewards for socially appropriate behaviour. It promotes respect for others, intolerance of bullying and harassment, the importance of self-discipline and the difference between 'right' and 'wrong'.
- 1.2 This policy reaffirms the school's commitment to promote equality and combat racism, sexism and disability discrimination, and should be read in conjunction with the school's Anti-bullying policy, Teaching and Learning policy an Equality & Diversity policy.
- 1.3 The values and ethos of the school, support respect for individuals and an expectation that all members of the school community will work together to promote and safeguard the pupils' wellbeing. This includes a positive approach, based on the principles of Positive Behaviour Support, to manage incidents of behaviour that challenges. This approach is underpinned by a belief that teaching pupils new skills, which are socially appropriate and alternative behaviours, will replace behaviours that challenge. This is achieved through positive and constructive rewards which are fairly and consistently applied to promote new skills.
- 1.4 The Headteacher has day-to-day responsibility for discipline, with the backing of the governing body.
- 1.5 The approach and specific measures for promoting socially appropriate behaviour include such issues as reducing incidents of bullying, racial or sexual harassment, and maintaining regular attendance. The governing body also has a general duty to ensure the school follows policies to promote socially appropriate behaviour among pupils.
- 1.6 The Headteacher and all staff are responsible for promoting socially appropriate behaviour which includes:
- promoting self-management of behaviour among pupils
 - encouraging socially appropriate behaviour and respect for others and preventing all forms of bullying among pupils
 - ensuring pupils' standards of behaviour are acceptable
 - managing pupils' behaviour in line with the principles of our Positive Behaviour Support framework

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2. Behaviour Support at The Rise School

- 2.1 Some individuals with autism have difficulty learning in mainstream environments, but can learn when appropriate provision to meet their needs is made available. Individuals with autism may, at times, display a range of behaviours that challenge.
- 2.2 Utilising a PBS framework, pupils are taught a range of appropriate alternative social behaviours, which reduces the likelihood of them needing to use behaviours that challenge.
- 2.3 The PBS framework at The Rise provides Tier 1 support for all pupils, which includes: Rewards applied consistently, Teaching pupils critical communication skills, such as asking to take a break, or for help, 3 x daily Mindfulness sessions, 2 x weekly Yoga sessions, Reinforcing acts of kindness, Social Skills' acquisition embedded throughout the curriculum, Visual strategies applied consistently throughout teaching and learning opportunities, Rapport building, Resilience stickers to reinforce resilient behaviours, Restorative practice to reinforce behaviours for resolving conflict when it arises, to name a few.
- 2.4 Core behaviour values have been chosen by the pupils, they are currently "*Be Kind, Be Resilient, Be Proud*". These values are reinforced by all staff in all environments and are embedded throughout all teaching and learning opportunities at The Rise.

3. Teaching Replacement Behaviours

- 3.1 Positive Behaviour Support is used at The Rise as a proactive and preventative approach to increase skills for all pupils, in all areas of a pupil's social development. Behavioural principles are utilised and applied as effective teaching methods to increase skills across all areas of the curriculum, including teaching independence with self-help skills, self-management of behaviour, emotional regulation, verbal and non-verbal communication, social skills and leisure activities.
- 3.2 By understanding the reason why a behaviour that challenges occurs, we can then teach an appropriate alternative behaviour, so we can better meet the pupil's needs, enhance their quality of life and reduce the need for this behaviour to occur again in the future.

The key principles (as applied to a teaching model) are:

- learning which is tailored to address the individual needs of each pupil and builds on key skills
- breaking down goals into achievable elements
- a predictable learning environment in which pupils can tell you what is expected of them and others
- a structured learning environment

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- a consistent learning environment across all staff and all environments, all of the time
- a positive learning environment in which there are at least 4-5 positive pieces of feedback to any negative
- an environment in which every pupil, member of staff and visitor feels physically and emotionally safe
- motivational learning through the use of positive reinforcement
- the ongoing use of data to inform teaching and learning

4. Management of incidents of challenging behaviour

4.1 There is extensive research literature to support the use of behavioural principles as an effective means of supporting individuals with autism to manage behaviours that are challenging. Such behaviours may include:

- self-injurious behaviour
- physical or verbal aggression
- property destruction
- oppositional behaviours
- unco-operative behaviours

Behaviour support systems are typically comprised of two elements: proactive and reactive strategies. Both are based on an understanding of the function of the behaviour that is challenging. Reactive strategies outline the specific plan of action for when the challenging behaviour occurs; proactive strategies are longer term plans that often involve teaching new skills that reduce the need for the behaviour to occur in the future.

4.2 Our proactive and preventative approach to behaviour support ensures that pupils are taught new skills to replace behaviours that challenge their access to community facilities. In so doing, pupils gain independence and have increased opportunities to live the life they choose.

4.3 Reinforcement strategies are the least intrusive and most preferred method used, to reinforce behaviours that are socially appropriate and therefore reduce the need for the behaviour that is challenging to occur. However, there will be times, when despite the proactive and preventative strategies, reactive strategies may be required for behaviours that are severely challenging and that pose a greater risk to the individual or to others. Aversive procedures are never utilised.

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4.4 As part of our PBS framework, alongside our consistent approach to teaching and reinforcing appropriate behaviour, there is a consistent approach to managing behaviour that is challenging. This is clearly outlined on our Behaviour Ladder, which has been produced in collaboration with pupils. The Behaviour Ladder identifies the behaviour type, the effect of the behaviour on the wider school community and the alternative behaviours that pupils can engage in to move back up the ladder towards access to rewards.

5. Functional assessment & evaluation

5.1 As part of ongoing assessment staff members collect data on behaviours that are challenging in order to help understand the reason that the behaviours occur – that is, the function that the behaviour has. Such data could be ABC (antecedent, behaviour, consequence) charts on target behaviour (these record the date, time, environmental antecedents and immediate events following the behaviour), checklists such as the Motivation Assessment Scale, or data from each of a number of different environments. Data are also collected on frequency, duration and so on of the target behaviours as appropriate. These data are carefully monitored in order to track increases/decreases and are used when developing positive behaviour support plans. This data is reported to Governors termly.

6. Positive Behaviour Support plans

6.1 Each pupil that is accessing Tier 3 levels of support, has a positive behaviour support plan that operationally defines the target behaviour(s), provides details of how to monitor the occurrence of the behaviour, and gives detailed descriptions of the procedures used to decrease the challenging behaviour and increase the appropriate alternative replacement behaviours. All key staff working with the pupil and the parents sign the positive behaviour support plan once it has been agreed.

6.2 To ensure that positive behaviour support plans are accessible to our pupils, self-management plans are written with the pupil that outline the same information as the Positive Behaviour Support Plan, but is much more accessible and is easily transferable between environments.

7. Parental role

7.1 Full and regular information is provided on each pupil's progress and incidents of challenging behaviour (in the form of daily reports) that have occurred. Parents are also expected to provide information about any relevant issues relating to their child's time at home using their preferred communication method (email, home-school book, phone call).

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7.2 Parents are consulted when behaviour support plans are implemented in the school and training will be offered so that the parents and or carers can carry out these strategies consistently outside the school environment.

8. Consequences

Purpose

8.1 Having consequences in place for behaviour that is challenging, is part of everyday life. Within The Rise, we are preparing pupils for an independent life beyond school and part of this, is ensuring that they have been taught alternative behaviours, so that they have alternatives to the behaviours that will have a negative impact on their life or the life of those around them.

8.2 As a first step, it is important to identify the possible function of the challenging behaviour before any attempts to eliminate or reduce it are made. It is only by identifying the function of the behaviour, that we can determine the socially appropriate skills that need to be taught in its place.

Guidelines

8.3 Teaching staff should:

- be calm and professional
- use reinforcement, proactive and preventative strategies (such as rewarding appropriate behaviours) in preference to consequences
- give pupils a chance to deescalate, and avoid confrontational situations
- give clear instructions, review physical and social environments such as classroom organization, in order to meet the pupil's individual needs
- follow the PBS framework and systems and any pre-determined positive behaviour support plans

8.4 It is accepted that from time to time, despite consistent implementation of the proactive and preventative strategies, situations may arise which result in a pupil presenting a danger to him/herself or others. In such cases it is essential that the safety of all pupils and staff is the primary concern. Therefore, crisis management strategies may be employed such as removing pupils from the classroom or the use of approved positive handling techniques. Restrictive physical intervention is only utilised when failing to do so is likely to result in an injury or significant damage to property (see Positive handling policy). All staff working with the pupils are trained in Team-Teach methods of positive handling. When incidents occur procedures are routinely reviewed and further training carried out when necessary.

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9. Exclusions

9.1 The Rise will use exclusion (fixed term or permanent) only as a last resort.

9.2 In discharging their duties the Headteacher will have regard to the Secretary of State's most up to date guidance on exclusions as if The Rise were a maintained school, except that:

- references to the maintaining LA of the guidance should be construed as a reference to the LA in which an excluded child is resident;
- The Rise, and not the LA, is responsible for making arrangements for independent appeal panels to hear appeals against permanent exclusions (see below);

9.3 Exclusions may be for a fixed period or permanent.

9.4 The Decision to Exclude:

- a. Only the Headteacher (or the person in charge on the day, if the Headteacher is absent from The Rise) can exclude a pupil,
- b. Pupils should only be excluded:
 - in cases of a serious breach of The Rise's Behaviour Support Policy and if the continued presence of the excludee in The Rise would seriously damage the education or the welfare of other pupils or staff.

9.5 Before deciding to exclude a pupil the Headteacher will:

- ensure that an appropriate investigation has been conducted;
- ensure that all the relevant evidence has been considered;
- give the pupil an opportunity to be heard; and
- consult other relevant people if necessary.

Having considered these matters the Headteacher will make a decision based normally on the balance of probability, having regard to any current guidance from the DCSF.

9.6 Inappropriate Exclusion

The Rise School considers that any exclusion will normally be inappropriate in cases of:

- minor breaches of discipline;
- poor academic performance;
- truancy or lateness;
- pregnancy;

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- non-compliance with uniform regulations, except where this amounts to a defiance of The Rise School’s authority; and
- in response to the unacceptable behaviour/attitude/conduct of a pupil’s parents.

9.7 Fixed Term Exclusion

The Headteacher is permitted to exclude a pupil for one or more fixed term periods not exceeding 45 school days in any one school year.

The Rise will continue to provide education for an excluded pupil (whilst he/she remains on roll) and, particularly in the case of an exclusion of more than 15 days, the Headteacher in consultation with the relevant members of staff will consider the following:

- making alternative provision from day six for fixed-period excluded student;
- where appropriate, to arrange reintegration interviews with parents at the end of a fixed-period exclusion of six days or more; and
- how the pupil’s education can otherwise continue.

9.8 Permanent Exclusion

A decision to exclude a pupil permanently, as befitting its gravity, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail, or if an exceptional ‘one-off’ offence has been committed:

- serious violence, actual or threatened, against a pupil or student or member of staff;
- sexual abuse or assault;
- supplying an illegal drug; and
- carrying an offensive weapon.

Or any other one-off offence considered by the Headteacher to be an exceptionally serious one.

9.9 The procedure for excluding a pupil is set out in Appendix 1.

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Appendix 1 - Procedure for excluding a pupil

A1. Informing Parents about the Exclusion

The Headteacher will inform parents without delay (by telephone, with a follow-up letter within one school day) and will give the following information:

- in cases of fixed term exclusions, the **length of the exclusion**;
- in cases of permanent exclusion, that **it is a permanent exclusion**;
- the **reasons for the exclusion**;
- their **right to make representations** to the school's governors;
- the **name of the person** to be contacted, if they wish to make representations.

The letter to parents will also state:

- the latest date by which the Governors must meet to consider the case;
- the **parent's right of access to the pupil's School record**;
- the **date and time when the pupil should return to the school** (with a fixed term exclusion);
- with a permanent exclusion, its immediate effect and any relevant previous history;
- arrangements for the setting and marking of work (it is the **parent's responsibility to ensure that work sent home is completed and returned to school**);
- the name and telephone number of the person in the school who can be contacted for advice; and
- any other helpful contacts.

A2. Informing the Governors (of The Rise School)

The Headteacher will inform the Chair of Governing Body and the pupil's Local Authority Children's department **within one school day** of:

- a permanent exclusion;
- all fixed term exclusions;
- an exclusion necessitating a pupil or student missing a public examination.

The Headteacher will inform the local authority of fixed term exclusions amounting to **5 or fewer school days in total per term on a termly basis**.

The Headteacher must include the following in his/her exclusion report;

- the name of the pupil;
- the duration of the exclusion;
- the reason(s) for the exclusion;

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- the pupil's age, gender and ethnicity;
- whether the pupil has a Statement or EHC Plan, and
- whether he/she is in Local Authority care.

A3. The Responsibilities of the Governors

A3.1 The Governors

The Rise School will appoint a Governor at the beginning of each academic year;

The Governors will review all exclusions and consider any representations from parents.

The Governors will consider whether **reinstatement is a practical option;**

- The Governors may consider more than one exclusion at any one meeting where appropriate
- in cases where a pupil will miss a public examination as a result of exclusion, the Governors should endeavour to meet before the date of the examination. **In extreme cases with fixed term exclusions, the Chair of the Governors may consider the exclusion on his/her own and may reinstate.**

A3.2 Governor Meetings re. Exclusions

a) On being informed of an exclusion by the Governors, the clerk or Chair **must:**

- with **fixed term exclusions totalling fewer than 6 school days in one term**, convene a meeting of the Governors to consider **representations from the parents** (if these have been made), but the pupil or student **cannot be reinstated;**
- in the case of **fixed term exclusions totalling more than 5, but not more than 15 school days**, in any one term, convene a meeting to review the exclusion if the parents have asked to make representations between the 6th and the 50th school day after being notified of the exclusion.
- **in cases of permanent exclusion or where one or more fixed term exclusions add up to more than 15 days** in any one term, arrange a meeting to review the exclusion between the 6th and the 15th school day after being notified of the exclusion;
- invite the parent, Head Teacher (and, where appropriate a representative of the Local Authority Children's department) to attend at a mutually convenient time and place;

and **will**

- request written statements before the meeting; and

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- circulate any such written statements (including any statements from witnesses) and a list of those due to attend in advance to all interested parties.
- The parent may be accompanied by a friend or a legal representative. The excluded pupil will usually be allowed to attend and to speak if the parent requests this. A pupil **aged 18 or over is allowed to attend and to make representations in his/her own right.**

A3.3 The Governors will inform the parent of its decision as soon as possible but not later than one school day from the hearing, stating the reasons.

A3.4 The parent will be informed of the right to appeal to an Independent Appeal Panel, and where the letter is one where the Governor upholds the decision of the Head Teacher to exclude the pupil, that letter will set out some sources of advice.

A4.0 Constitution and conduct of independent appeal panels

The Rise School will be responsible for carrying out the functions assigned to the LA in part 5 of the guidance with regard to the management of the appeal procedure – this will usually be done by hiring an independent clerk or making use (where applicable) of an independent clerking service available through the Democratic Services (or similar) function of the local authority. Appeals panels must be impartial and constituted in accordance with the detailed provisions of paragraphs 123 - 126 of the guidance. The Rise School will arrange suitable training for appeal panel members and clerks where appropriate.

A4.1 The appeal panel's decision is final and binding on the school. A parent may seek a judicial review of a panel's decision. A parent may not, however, appeal to the Commissioner for Local Administration (the Local Government Ombudsman) about maladministration because the Commissioner's remit is limited to considering the conduct of appeal panels constituted by LAs.

Change History

Date reviewed	Based on	Changes applied	Updated by
September 2017	Original	Changes provided as track changes to make clear our approach based on PBS framework.	Hannah Clements

Review: Annually

Next review: September 2018

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Ratified	Signed by Chair of Governors

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