



## **POSITIVE BEHAVIOUR SUPPORT POLICY**

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe this policy should be a working document that is fit for purpose, represents our school's ethos and enables consistency and quality provision across the school.

### **Abbot's Lea School vision and approach to behaviour support**

#### **What do we mean by behaviour?**

Our terminology reflects our professional stance and so we refer to "behaviour support" and not "behaviour management".

We believe that all behaviours are a form of communication. We therefore get to know our students and their needs, as well as their communication, very well.

We support our students through our holistic Philosophy of Education: The ASD Model ©, placing equal importance on:

- outstanding academic provision and progress
- excellent specialist and therapeutic support and
- close working with our families in order to develop our students' life skills.

#### **What do we mean by good behaviour?**

Our working definition of "good", "acceptable" or "positive" behaviours all refer to such a state of being which is conducive to accessing, enjoying and benefit from the curriculum on offer at our school.

Anything that is not that is classed as negative or challenging, as it prevents a student's or students' access, enjoyment or benefit of curricula provision.

We believe that we can best promote such good behaviours by creating a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise students' behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.



We encourage students to achieve in a learning environment where self-regulation and, increasingly with that, self-discipline are promoted in order for behaviours to be increasingly positive.

### **What do we mean by challenging behaviour?**

Any form of low-level challenging behaviour during lessons is discouraged and students are supported through a range of interventions to help them return to a place where they can access, enjoy and benefit from a happy, stimulating and orderly school environment.

Due to all of our students having Autism, a calm-alert state of mind is always sought as the optimal position for learning.

### **What do we not permit?**

We do not use punitive measures to help our students learn how best to access, enjoy and benefit from the curriculum.

We do not practise disciplinary methods of shouting at students or threatening them with sanctions or people.

We also strongly endorse the banning of any punitive measures, including enforced seclusion.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

### **How do we support our students' behaviour when it becomes challenging?**

When a student disengages from the programme of planned learning, we remain positive, calm and we communicate with the student to seek to understand and find the quickest way for a student to access curriculum.

If a student is upset, we seek to understand, reassure and offer "emotional first aid".

Where a student is under-active, we aim to help them stimulate their engagement to reach an optimal state of alertness.

Where a student is over-active, we aim to help them de-escalate in order to restore calm alert state.

We are aware that we have the right to use reasonable force to control or restrain students in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining students.

We have in place a series of spaces, such as quiet rooms specifically designed to provide an alternative environment for any student who is upset, distressed or acting in an unsafe manner.



## **Families' information**

We have a duty to ensure that all parents are aware of our 'legal powers to use parenting contracts, parenting orders or penalty notices to address poor attendance and behaviour in school.'

Parents have a duty to ensure their children attend school regularly as 'good behaviour and attendance are essential to children's educational prospects'.

We are aware that 'parenting contracts, orders and penalty notices for irregular attendance apply only to students of compulsory school age who are registered at a school' but they can also be applied to students outside compulsory school age such as KS5 students or students at Early Years Foundation Stage.

'Penalty notices for parents of students found in a public place during school hours after being excluded also apply only to children of compulsory school age who are registered at a school.'

## **Extremism, radicalisation and criminal activity**

We have a duty to safeguard children, young people and families from violent extremism.

We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of students being drawn into terrorism.

School personnel must be aware of the increased risk of online radicalisation, and alert to changes in student's behaviour.

Any concerns will be reported to the Designated Safeguarding Lead or, in their absence, to any member of the school's Safeguarding Team.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote students' welfare. Within this environment we work hard to build students' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want students to develop their knowledge and skills in order to challenge extremist views.

We understand that 'Headteachers and school personnel authorised by them have the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item'.



We have decided that the following items are prohibited in this school, namely:

- knives or weapons,
- alcohol,
- illegal drugs, - stolen items,
- e-cigarettes, tobacco and cigarette papers,
- fireworks,
- pornographic images – which may be stored on mobile phones or other electronic devices
- any item that could be used to commit an offence or personal injury or damage to property.

Any student found in possession of them will be supported to comply with the school's repossession of the items, and with learning to understand that they may be subjected to criminal charges and prosecution.

### **Relationships and Sex Education (RSE)**

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on- and offline.

This presents many positive and exciting opportunities, but also challenges and risks.

In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way and how to seek and accept advice and help, when required.

Fundamental to this is a school curriculum that is teaching social communication and interaction skills, allowing our students to interact with each other and staff in a mutually respectful manner. Staff' and peer' modelling of such positive and safe interactions is also key to creating a safe culture.

Relationship and Sex Education provides an excellent forum to provide students with life skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations in their lives.

Relationship and Sex Education is therefore a key tool to safeguard children.

Relationship and Sex Education contributes to the foundation of Personal, Social and health Education (PSHE) and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

The Relationships and Sex Education curriculum aids our Positive Behaviour Support Policy by teaching students to:

- Develop positive values and a moral framework that will guide their judgements, decisions and behaviour in a range of situations (during their school time/years and beyond)



- Understand the consequences of their actions and behave responsibly within all different types of relationships
- Have the confidence and self-esteem to value themselves and others and the skills to judge the kind of relationships they want to engage in with others
- Communicate effectively, including with granting or withholding consent
- Develop their personal attributes including kindness, integrity, generosity, and honesty
- Resolve conflict in a productive and solution-focused manner, empowering them to feel able to tackle most complex social circumstances with confidence and a well-rehearsed methodology of restorative practice.

### **Student voice and rights**

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

### **Our continuous school development**

We aim to be judged at least good in all school inspections by ensuring that standards for all students are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aims**

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-regulation and self-discipline and proper regard for respect for others and for authority
- To prevent all forms of bullying among students by encouraging good behaviour and respect for others.
- To maintain consistency in applying this policy by staff



- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

## Responsibility for the Policy and Procedure

### Role of the Governing Body

The Governing Body has:

- the duty to set the framework of the school's policy
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and students are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;      ▪ nominated a link Care and Safeguarding governor to:
  - visit the school regularly;
  - work closely with the Headteacher and the nominated senior leader;
  - ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the school is aware of this policy;
  - attend training related to this policy;
  - report to the Governing Body every term;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### Role of the Headteacher

The Headteacher will:

- ensure that the behaviours, at all times, understood as communication
- ensure that students with Autism are not discriminated on the grounds of their Autism-related communication and interaction needs
- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, students and parents are aware of and comply with this policy;
- create an ethos that makes everyone in the school community feel valued and respected;



- promote good behaviour by forging sound working relationships with everyone involved within the school;
- promote self-discipline and proper regard for authority among students;
- prevent all forms of bullying among students by encouraging good behaviour and respect for others;
- ensure all stakeholders are absolutely clear about the expected standards of students behaviour,
- ensure school's Golden Rules are displayed around the school and that all stakeholders know what they are;
- ensure school personnel apply this policy consistently;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- model behaviour that he/she wants to see from school personnel;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among students;
- ensure school take individual children to the calm spaces to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- ensure that all members of the Leadership Team:
  - maintain a regular visible presence throughout the school day and especially when students arrive and leave, at break times and lunchtimes
  - ensure students move around the school in an orderly manner
  - praise good behaviour
  - celebrate successes
  - ensure good performance of school personnel
  - take action if school personnel do not follow this policy
  - publish the policy on the website and refer to its content in communication with families
  - ensure school personnel promote and praise good behaviour
  - ensure school personnel understand the additional needs of all students in their care
  - monitor behaviour support by individual school personnel
  - have in place clear strategies for students who are likely to present challenging behaviours □ ensure school personnel are aware of these strategies and apply them
  - have in place support mechanisms for students who often display challenging behaviours
  - ensure school personnel build and maintain positive relationships with the parents of all students and particularly those whose behaviour causes concern
- ensure the health, safety and welfare of all children in the school;
- work with the School Council to promote Golden Rules ©
- work closely with the link governor;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing:
  - student attitudes to school and learning
  - the views of students, parents, school personnel and governors



- the number of fixed-period and permanent exclusions
  - incident logs on CPOMS
  - the number of reported cases of bullying
  - strategies to improve behaviour and self-discipline
- make effective use of relevant research and information to improve this policy;

### **Role of the Deputy Headteacher and the Head of Care and Safeguarding**

The Deputy Headteacher and the Head of Care and Safeguarding will jointly:

- lead the implementation of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- track students through CPOMS
- create links with parents;
- deal with external agencies;
- review and monitor;
- report to the Governing Body on the success and development of this policy.

### **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- maintain consistency in applying this policy throughout the school;
- welcome students into the classroom;
- have in place clear classroom routines;
- maintain consistency in applying these routines;
- encourage good behaviour and respect for others;
- praise good behaviour and good work;
- ensure all work is differentiated;
- work with students to compile a list of class rules;
- display class rules;
- promote self-discipline amongst students;
- deal appropriately with any challenging behaviour;
- stay calm when dealing with challenging behaviour;





- apply any behavioural plans of individual students;
- ensure support staff are aware of these plans;
- be aware of and understand the additional needs of students in their care;
- take individual children when a situation arises to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- have in place and will refer to a visual timetable;
- discuss student behaviour support regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good self-discipline;
- attend periodic training on behaviour support;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- ensure the health and safety of the students in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

## Role of Students

Students will do their very best to:

- support the school Code of Conduct: The Golden Rules ©
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for and accept further help if they do not understand;
- treat others, their work and equipment with respect;
- and guidance necessary to ensure the smooth running of the school;
- observe all health and safety regulations in all areas of the school;
- co-sign and abide by the Home School Agreement if appropriate
- liaise with the school council make suggestions about improving school behaviour;
- take part in questionnaires and surveys.

## Role of Families

Families are encouraged to:



- comply with this policy;
- have good relations with the school;
- support good attendance and positive behaviour;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct: The Golden Rules © and guidance necessary to ensure smooth running of the school.

## Methodology

Abbot's Lea School uses Positive Psychology as part of its inclusive culture and positive vision.

Additionally, SCERTS Model is used to provide effective help in our students' social communication, emotional regulation and transactional support.

Restorative Practice is its approved method of supporting positive interactions of all of its stakeholders at Abbot's Lea School.

The school uses Team Teach as its approved method of supporting positive behaviour and safe management of situations where the challenging behaviour occurs.

This includes specific techniques used in restrictive physical intervention (restraint).

Nurture Provision has been established to better meet the needs of those students who, due to their complex needs, require even more personalised and flexible therapeutic support during their school day.

## Exclusions

We work hard to promote a non-exclusion practice as we do not believe exclusions are effective in helping build one's self-esteem, confidence or better coping strategies.

That said, the Governing Body has decided that in exceptional circumstances exclusion may be used as a sanction either as a:

- fixed term suspension or
- permanent exclusion.

The Governing Body has delegated the authority to exclude – on a fixed term or permanent basis - to the Headteacher.



## Specialist Therapeutic Support

A number of student support systems are in place and are proving helpful in promoting effective communication and good behaviour. These include:

- Good and outstanding teaching
- Engaging and relevant curriculum
- Effective in-class support
- Specialist Care and Safeguarding support
- Family Adviser support
- Educational Psychology support
- Occupational Therapy support
- Speech and Language Therapy support
- Child Psychotherapy support
- Children and Adolescence Mental Health Service (CAMHS) support
- Educational Welfare Officer
- School Nurse -
- Careline support.

All school personnel work hard to ensure that these systems run smoothly for the benefit of all students.

## Celebration of Good Behaviour

Regular praise and encouragement is part of the school ethos.  
Good behaviour is celebrated at the weekly achievements assembly.

## Incidents

- All incidents of concerning behaviour are recorded on CPOMS
- All staff are required to log any concerns related to students on CPOMS without delay
- All incidents will be logged on the day they take place and never later than 24 hours after the incident
- Class Teachers are responsible for their students and for adjusting their teaching and support to best meet the needs of the students
- Key Stage Leaders are responsible for monitoring various cohorts' trends on a weekly basis
- Head of Care and Safeguarding is responsible for monitoring whole school trends on a weekly basis
- Deputy Headteacher is responsible for monitoring impact of behaviour on students' progress on a weekly basis and for ensuring that targeted interventions are in place to support students' engagement and progress over time
- All leaders report to the Headteacher on a termly basis their respective areas' overall effectiveness.
- The Headteacher reports to the Governing Body school's self-evaluation on a termly basis
- Additionally, Deputy Headteacher and Head of Care and Safeguarding meets with the designated link governor for regular scrutiny and governance of the support for behaviour at Abbot's Lea School.



## Raising Awareness of this Policy

We will raise awareness of this policy via:

- School website and social media
- Meetings with parents such as introductory, transition, parent-teacher consultations and any parental workshops;
- Staff meetings, briefings and training
- Head's Weekly Newsletters
- Written communications with home raising awareness of various behaviour-related matters

## Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - Promotion and importance of positive role modelling of exemplary attitude to school and its members
  - Maintaining good order and students' self-discipline
  - Safeguarding students, including through effective PSHE, RSE and other curricular focus on teaching safeguarding
  - The use of restorative practice
  - The use of reasonable force/restraint
  - Dealing with bullying
  - Students at risk of disengagement
  - Student and family support programmes
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

## Monitoring the Implementation and Effectiveness of the Policy



The practical application of this policy will be reviewed annually or when the need arises by the Headteacher, Deputy Headteacher and the Head of Care and Safeguarding, with an input from the nominated governor, as needed.