515AHS

Behaviour Policy

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Related Policies and Guidance Documents	515E SENAD Positive Behaviour Support Policy 506AHS Safeguarding Policy 413 Disclosures and Confidential Reporting (Whistleblowing) Policy 217.7 Employee Risk Assessment 204 Accident Reporting, Recording and Investigation Policy
Related Regulations	Education Act 1996: Section 550a The Children's Homes (England) Regulations 2015 Searching, screening and confiscation advice for school January 2018
Annexes and Supplementary Info	
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Aims

This policy aims to:

- Create a positive culture that promotes high standards of behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Support students to reflect on their behaviour and its impact on themselves and others
- Teach what positive behaviour looks like and the value behind this
- Emphasise the importance of good behaviour and its relationship to learning
- Provide a framework for the consistent management of all behaviour related issues
- Encourage every member of AHS to show care and consideration to other members of the school community and to the wider community
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Principles

At AHS we recognise that effective learning and teaching only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour. We recognise that student's behaviour may be impacted by a Special Educational Need or Disability and that when incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we also recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

The following principles should be followed to ensure that our approach to behaviour management is successful.

1. An understanding and acceptance of the policy by every member of the school is important if our aims are to be achieved.

2. The student behaviour management policy is a partnership between all members of the school.

3. Our method of behaviour management is centred on the principles of **restorative practice** and requires a focus on the development of positive relationships and opportunities for relationships to be repaired if they are damaged.

4. The ability to self-reflect and implement self-discipline is the ultimate aim for all members of AHS.

5. Negative behaviour patterns can be changed if behaviour management is handled consistently and with opportunities for reflection.

6. Effective behaviour management seeks to avoid aggressive confrontation.

Context for students at AHS

All students at AHS have a diagnosis of Autism and/or Speech, Language and Communication difficulties. Many students have arrived at AHS from a mainstream placement that had broken down due to the provision being unable to meet the complex needs of these young people. Many students arrive at AHS reporting negative experiences of previous behaviour management structures, feeling that their inability to conform to the expectations of a busy mainstream school have been regarded as misbehaviours. Implications of this include many students increased anxiety around how their behaviour is managed in a school environment. Many students require a more concise approach without lengthy codes of conduct or confusing language.

Our student voice survey carried out in June 2024 shows that the majority of students feel that they generally behave well but that they recognise that factors that lead to a sensory overload in an individual or their ability to manage changes to routine can have a negative impact on their behaviour. Our survey also highlighted that our students want staff to consider the context of each behaviour when managing incidents of misbehaviour.

Practice

This policy should be read in conjunction with SENAD policy 515E Positive Behaviour Support Policy - English Sites which is located in the documents section in SharePoint.

Good behaviour will be established by developing good relationships within the school community and by building upon mutual respect.

Pastoral time plays an important role in promoting our ethos where respect and good behaviour are the expected norm. The pastoral system also provides each student with a team of adults with whom they are able to develop their relationships and begin to build their sense of community. This in turn provides opportunities where issues such as tolerance, honesty, rights and responsibilities and bullying can be addressed. It is the pastoral key team who oversee behaviour management for all of their students in the first instance. This includes ensuring that the principles of restorative justice are used routinely.

The school uses the **3Rs (Right Place, Right Time and Right Thing) and the 3Cs (Care for yourself, for others and for our environment)** as the basis for student expectations and should be used by all staff in managing behaviour. Posters reminding the students of these expectations are located in every classroom and key communal areas. The 3 Rs and 3 Cs form part of our weekly collective thought PowerPoint and pastoral lessons each half term include specific reminders of our expectations and opportunities to discuss the rational.

All staff receive regular training on how to respond to instances of misbehaviour, this includes weekly opportunities within morning Briefings for each site to collectively discuss any concerns around behaviour. This allows for an opportunity to share information to help staff manage potentially

problematic situations. This practice involves contact teams sharing how we need to communicate with individual students to ensure that a consistent message is given to all students.

We expect that all members of staff will offer reminders of our 3Rs and 3Cs when they observe that these are not being followed. This is not to be confrontational but to act as a reminder of our expectations, using consistent language.

In some instances, such as when trust has been broken or when things have been said that should not have been said, we encourage a restorative conversation to take place at a time when all parties feel able to engage. This includes peer- peer and student-staff conversations. There are a number of forms that this can take from “Scales of Justice” for students who need a visual representation or a conversation following the format bellow (the language used might need to be differentiated with support of the speech and language therapist to enable students to understand):

- What happened?
- What were you thinking/feeling at the time?
- What are your thoughts since?
- How did this make people including yourself feel?
- Who has been affected?
- How can we do things differently in the future?

All instances of negative student behaviour will be recorded on the school incident database (PBS) and/or CPOMS for incidents of bullying. This information is managed and analysed by the behaviour team and SLMT on a weekly basis. This system allows us to support the pastoral team and implement additional support where needed.

Students who need additional support to manage their behaviour effectively will be supported in conjunction with their pastoral Key Team by the Site Management Team who will meet with the student for a pre-agreed period of time to reflect on behaviour, to set goals and to facilitate the repair of any relationships that might have occurred. (**See appendix 1 for the behaviour progression criteria**)

Once this period of additional support ends, the student’s behaviour management will either return to the standard provision whereby the Key Team manage it or should the student continue to misbehave the Senior Leadership Team will hold a series of pre-arranged meetings with the student to support the student reflect on their choices, to reflect on the strategies that they are developing to help them to manage their behaviour and to monitor improvement. At this stage parents or carers will be invited to two of these meetings to help support the young person.

If a student reaches this level and is still unable to manage their behaviour the Senior Leadership Team will meet to discuss how the student’s placement at Alderwasley Hall School can be stabilised. At this point, parents/carers and possibly a representative from the Local Authority will be involved.

Rewarding positive behaviour using our Green, Amber, Red Approach.

All students that consistently remaining on the Green level of our behaviour management system (overseen by the Key Team) receive a half termly email home in acknowledgement of them meeting our expected behaviour standards. They are also entered into a prize draw which is drawn at the end of each half term.

Students who move from the Amber or the Red level of our behaviour management system to the Green level and remain there for a half term will receive an email home acknowledging this and they will be entered into a separate prize draw which will be drawn at regular periods throughout the school year.

The rewards will be overseen and issued by the behaviour management team.

Roles and Responsibilities

Students will be made aware of the following during their induction into the behaviour culture at AHS:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The therapeutic support given to help them to manage their emotional regulation
- The pastoral support that is available to them to help them meet the behaviour standards
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards

Students will be supported to meet the behaviour standards, they will be provided with reminders of our behaviour expectations and will be supported to develop their understanding of the school's behaviour policy and wider culture at the beginning of each half term during part of their scheduled pastoral lesson.
Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
Extra support and induction will be provided for pupils who are mid-phase arrivals.

Staff are responsible for:

- Creating a calm and safe and stimulating environment that encourages students to be engaged
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Developing a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every day interactions with students
- Modelling expected behaviour and positive relationships
- Providing a personalised therapeutic approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly

- Creating and maintaining a stimulating environment that encourages students to be engaged and motivated to learn
- Displaying the behaviour curriculum or their own classroom rules and to use the pastoral resources to support behaviour management

Members of the Behaviour Management Team have the additional responsibility of meeting each week to analyse the behaviour data and to liaise with Key Teams and the Leadership Teams so that behaviour strategies are implemented and reviewed.

Parents and carers are responsible for

- Getting to know the school's behaviour policy and reinforce it at home where appropriate
- Supporting their child in adhering to the school's behaviour policy
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the pastoral key team promptly
- Taking part in any pastoral work following misbehaviour (for example by providing reminders about behaviour meetings, attending reviews of specific behaviour interventions)
- Raising any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Taking part in the life of the school and its culture

The Senior Leadership Team is responsible for:

- Supporting staff in responding to behaviour incidents.
- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

Definitions: (See appendix 2 for student friendly definitions)

Misbehaviour is defined as:

- Disruption in lessons or sessions, during transition times and at break and lunchtimes
- Non-completion of classwork
- Not following your timetable

- Swearing
- Unauthorised use of mobile phone in lesson time

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour such as interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Physical violence towards another person
- Vaping or Smoking onsite
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Mobile phones

- Students are allowed to have mobile phones with them on-site as we recognise that many students travel a considerable distance each day to and from school and some students might require their mobile phone for medical or personal reasons.
- Students should not have their mobile phones out in lesson unless asked by the teacher to use it as part of the lesson.
- Should a student refuse to put their mobile phone away, this is recorded as a misbehaviour on the school incident database and will be reviewed by the behaviour team who will communicate to a student's Key Team.

Training

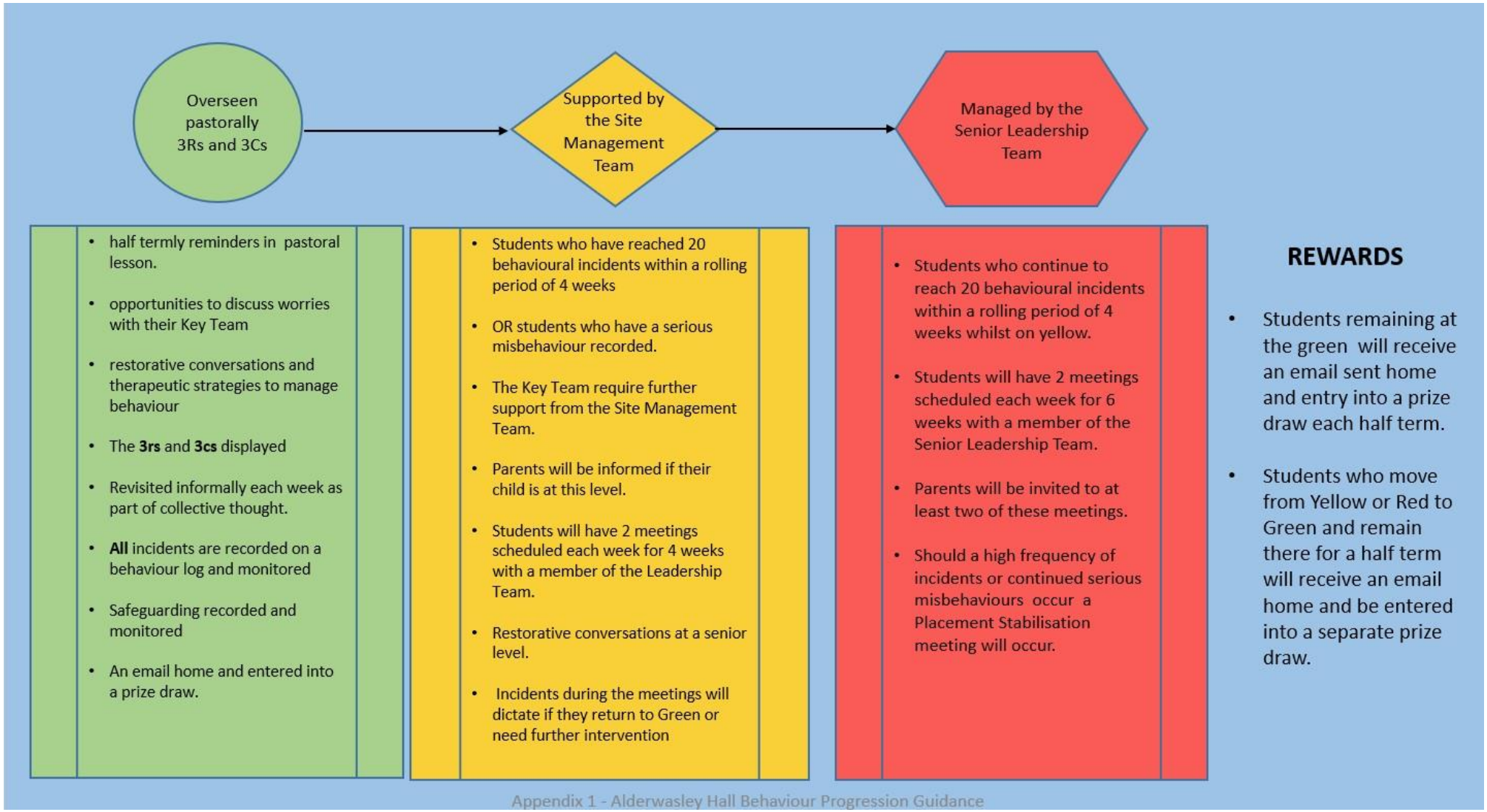
As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Nappi
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by SENAD



Appendix 1 - Alderwasley Hall Behaviour Progression Guidance

Misbehaviour is defined as:	Serious misbehaviour is defined as:	
➢ Disruption in lessons or sessions, during transition times and at break and lunchtimes – **this is a behaviour that makes others feel uncomfortable. You might appear unpredictable.** ➢ Non-completion of classwork- **this means not attempting to engage in the work set by the teacher, therapist or LSW** ➢ Not following your timetable- **this is choosing to not be in the right place at the right time** ➢ Swearing- **this is using swear words so others can hear in communal places** ➢ Unauthorised use of mobile phone in lesson time – **unless you are asked to use a phone in class for the lesson it should be away**	➢ Repeated breaches of the school rules ➢ Any form of bullying (see next column) ➢ Vandalism ➢ Theft ➢ Physical violence ➢ Vaping or Smoking onsite ➢ Racist, sexist, homophobic or discriminatory behaviour ➢ Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent) ➢ Sexual harassment, meaning unwanted conduct of a sexual nature, such as: • Sexual comments • Sexual jokes or taunting • Physical behaviour such as interfering with clothes • Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content ➢ Possession of any prohibited/banned items. These are: • Knives or weapons • Alcohol • Illegal drugs • Stolen items • Fireworks • Pornographic images • Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person	**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore: • Deliberately hurtful • Repeated, often over a period of time • Difficult to defend against Bullying can include: • Emotional bullying is being unfriendly, excluding someone or taunting them • Physical bullying is hitting, kicking, pushing, taking another's belongings, any use of violence • Cyber-bullying is Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) • Direct or indirect verbal bullying is name-calling, sarcasm, spreading rumours, teasing • Sexual bullying is explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching • Prejudice based and discriminatory bullying including: Racial, Faith-based, Gendered (sexist), Homophobic/biphobic, Transphobic, Disability-based and can be taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)