

POLICY

Policy number	PS05
Policy name	School Behaviour
Issue date	1 st April 2017
Reviewed on	January 2019
Review date	January 2020
Owner	Senior Leadership Team (SLT)

1. School Behaviour Policy

1.1 This policy set out the expectations of School behaviour for students attending Portfield School. This policy has been developed after consulting with students, staff, school governors and parents.

The policy will set out expectations of school behaviour by:

- Behaviour Principles written statement from the School Governing Body
- Guidance for students detailed in 'School Rules'
- MUSTS – the growth model framework developed and embedded across the school
- School Core Principles
- Home school agreements to ensure expectations are shared with families
- Staff code of conduct (policy number PS06-02)

1.2 This policy will also highlight processes and procedures in the event of behaviour not being in line with the school expectations:

- Bullying process
- Exclusion process
- RAG (red amber green framework) referral procedures and thresholds for wider charity/external support (Practice Clinical Support Team)

Link Policies:

- Safeguarding
- Positive Behaviour Support
- Exclusion
- Anti-Bullying

The policy will also detail guidance for all staff to follow, however it must be noted that all situations and incidents will be managed and led on a person centred approach, using professional judgement.

Portfield School recognise that supporting people is not an exact science and we adopt an open, honest and transparent ethos to our work ethic.

2. Expectations of Behaviour

Behaviour Principles from the School Governing Body:

The full governing body have guided the Senior Leadership Team in the development of the school behaviour policy. They met with students and staff and listened to their views and set out their clear expectations of Portfield School Behaviour. The Governing body fully recognise that students with Autism Spectrum Disorder (ASD) can find 'behaviour' very difficult to navigate and they firmly believe that with the right support, guidance and approach from staff, students will overcome any barriers and learn, develop and grow into young adults who have a good foundation to develop into adulthood.

They have set out the following guiding principles:

- Encourage students to follow the school rules
- Mutual respect from the whole school community
- Treating all people (students, staff, families, visitors, professional etc) how we would want to be treated.
- Acceptance and support for all
- Understanding of individual and group needs
- Promote Self-discipline
- For students to take responsibility of own behaviour
- All staff and student to have an open, honest and trustworthy attitude
- Have an ethos of creating solutions, not focussing on problems
- Encouragement and modelling from staff to support students to interact appropriately at 'free' time and to build opportunities for play/friendship
- Ensure any occurrences of bullying are managed appropriately
- The ethos is that we celebrate and recognise positive behaviour
- Staff are confident in challenging all 'intentional' negative behaviour
- Where barriers are identified, amber plans are created to remove these barriers
- A whole school development in PHSE of self-reporting at a level in line with understanding
- Natural consequences of negative behaviour
- Partnerships established with families to implement strategies
- Where needed a risk of exclusion is identified and this policy followed.

2.2 School Rules

The school rules were developed by the students during the Autumn Term 2016, since this time they have been presented in school assembly's, reviewed by school council and more recently by the secondary students (January 2019) who agreed they remain valid and added a new rule of 'kind hands and feet'.

School Rules

Be Nice

Respect each other

Have fun times

Be kind to others

Use kind words to each other

Good sharing

Good waiting

Good listening

Try your best

Having fun

Respectful attitude

Talking out problems

No running indoors

Help others

No swearing

Kind hands and feet

3. MUSTS

The Senior Leadership Team at Portfield School firmly believe that students will grow, learn and develop if the MUSTS are in place. Where the MUSTS are not complete, a barrier to learning will present. This can have impact on an occasion or result in the student not reaching their full potential, The MUSTS have been developed with the Senior Leadership Team and the Practice Clinical Support Team as well as the whole educational team. The MUSTS were introduced to practice in Autumn 2014 and are now fully embedded into Portfield (and beyond) life.

Things you **MUST** remember!

MOTIVATION

- ✓ Am I motivated?
- ✓ Can you keep me motivated?

UNDERSTANDING

- ✓ Do I understand what/where/ how/why I am doing a task?

SAFE & READY

- ✓ Are my basic needs met?
- ✓ What is my state of arousal?
- ✓ Is my environment safe?

TOOLS & EQUIPMENT

- ✓ Have I got the tools to achieve the above?

SKILLS & ABILITIES

- ✓ Have I got the foundation skills?
- ✓ Have I got opportunities to practice the task?
- ✓ Is the task age appropriate and meaningful?

4. Core principles

If we have the MUSTS in place and we underpin our practice by the School's core principles, then again the Senior Leadership Team believe that the barriers to learning are removed. The core principles are all underpinned by relationships.

- Visual
- Structure
- Routine
- Patterned
- Real
- Meaningful
- Practical/Active
- Practice and repetition
- Predictable
- Sensory Aware
- Rewarding
- Personalised
- **RELATIONSHIPS**

5. Home school agreements

The home school agreement is part of the development of whole school behaviour approach and this agreement has been sent to parents for their contribution:

We, the School, will try to:

- Meet all the needs of your child's educational, social, wellbeing and physical needs
- Provide a caring nurturing environment to support growth and achievement.
- Celebrate and share with you your child's achievement and positive behaviour
- Have an open, honest and transparent ethos with the 'door is always open' policy
- Be open and welcoming and keep parents informed about school life and event by sending home a weekly newsletter
- Maintain high expectations of behavior
- Set relevant standards of work
- Keep parents informed of any concerns that affect your child's school life.

We, the Parents, will try to:

- Have our child ready for school transport on time or arrive at school on time.
- Send the right equipment in to school (PE kit, swimming kit etc)
- Support the School's guidelines and policies www.portfieldschool.org.uk
- Inform the School about any concerns or problems which might affect our child's work or behaviour.
- Attend School events to support our child and share achievements
- Encourage and support our child with his/her work.
- Attend our child's Annual Review/EHCP meetings.

I, the Student, will try to:

- Follow School rules
- Be kind and considerate to others.
- Take care of the equipment I use.
- Take care of School property.
- Try hard to achieve the objectives or targets set for me.
- Do my best

6. Recognising Positive Behaviour

Positive Behaviour Slips – the whole school community can add a positive behaviour slip on school pod, this can be for a magnitude of reasons from:

Positive contribution
Positive attitude
Outstanding commitment

Head Teacher Award: at the end of each term students who have not had any incidents of what could be deemed as negative behaviour (RPI, non RPI, Bullying, Race or equality) and an outstanding attendance record of over 95% attendance will at the end of each term, be award with a certificate to recognise and celebrate this achievement.

7. Whole School Behaviour

Staff code of conduct

This code has been developed in line with statutory guidance set out in safeguarding children in education 2018. It sets clear expectations of behaviour of our staff team and it underpins our belief that students will learn by example. The full code has been developed by the school's Senior Leadership Team and School Governors (reviewed January 2019) available on the school website www.portfieldschool.org.uk This code has been in place since January 2017.

Bullying Procedure

Portfield School believes that all children and young people should learn and play/socialise in a supportive, caring and safe environment without fear of being bullied and that all adults and students should recognise that bullying is an antisocial behaviour which affects everyone, and will not be tolerated. We recognise the impact of being bullied can have a long term impact on a student's well being and attainment. We are committed to ensuring all our students feel safe and ready to learn.

The Senior Leadership Team have worked with staff and students to develop a very comprehensive anti-bullying policy and this policy is available on the school website www.portfieldschool.org.uk

Exclusion Process

Portfield School's focus of attention and expertise is in the education and care of children and young people with autism and associated learning and developmental disabilities - to include those who demonstrate complex and challenging behaviours. The school therefore maintains a high level of capability and resource to be able to respond to such needs.

Exclusion on the grounds of a child's behaviour will therefore only be considered if it meets the following criteria:

- The nature of the behaviour is beyond the capability and/or resource of the school (e.g. where a high level of medical intervention is required, where necessary staffing support cannot be provided, where necessary physical resources are not available)
- The behaviour presents a level of risk to the child/young person that the school is unable to manage
- The behaviour presents a level of risk to other students and/or staff that the school is unable to manage

The school has a detailed exclusion policy that can be found on the school website www.portfieldschool.org.uk

Portfield School will do everything within its power to support students to meet their needs and potential and the school does not take the view of exclusion as an option, it is ALWAYS the last resort.

8. Red, amber, green model of practice

Portfield School has the framework of a RAG model – this has a focus on green guidance MUSTS. The table below details the framework:

Red – high risk of harm – all red plans have been developed to identify any aspect that could impact significantly on an individual's physical or emotional wellbeing. Red plans are also referred to as 'red risk management' plans. They often are written surrounding significant health issues such as epilepsy, asthma, anaphylaxis. Other red plans would include when it has been identified that a student may require physical intervention because of a known behaviour or a foreseen behaviour that is likely to cause significant harm to self, others or in very rare circumstances property.

Amber – barrier to learning/growth or development – all amber plans should be in place to either address a barrier to learning and/or growth or to support a 'red' plan in reducing the need for such a plan. An example of this could be where a individual may need a restrictive physical intervention plan as physically challenging behaviour may result in an intervention, therefore a 'managing my anxieties' (if this is the underpinning need) amber plan would also support the individual. Amber plans should be short in the duration of the plan and if the plans are successful, often the content is made into green guidance.

Green – guidance to support me to be able to grow, develop and learn. The green profiles are based on the areas of the MUSTS and we strongly believe if everything is green this will remove all barriers and support the students to be able to achieve their potential and have a good quality of life.

Overview of systems for the RAG model

Trigger	Process	Outcome	Admin
<p>GREEN</p> <p>Admissions Annual review EHCP Amber plan – completed successfully Class Meetings Environmental changes (location, curriculum, time table, processes, holidays) Monitoring – Internal Quality Assurance Inspections Regulatory Body Initial review PCST Progress Reviews</p>	<p>Review Reflection Updating guidance Staff development/training Auditing Environmental changes</p>	<p>Evidence gathering Generalising across services</p>	<p>Responsible: Lead – Class Teacher</p>
<p>AMBER</p> <p>Barrier to growth, development and learning Impact on Quality of Life/Physical and Emotional wellbeing Environmental – foreseen or unforeseen Outcome from a post incident meeting</p>	<p>Refer to other universal services (inc PCST) – assessment process Development of an amber plan Environmental risk assessment</p>	<p>Impact risk assessments Conflict Risk Assessment Environmental changes</p>	<p>Lead – Class Teacher/Class team</p>
<p>RED</p> <p>Emergency use of RPI Critical incident – unforeseen risk (significant harm could/has have been caused) e.g. absconding Significant risk of harm to individual (student, staff, visitors, self) Medical diagnosis / medical emergency</p>	<p>Post Incident meeting Could trigger.... MDT (inc advocates) Safeguarding (post 16) – MCA process - Capacity assessment - Dols - CoP - Best interest Pre Exclusions/Exclusion Service Audit</p>	<p>Trigger amber plan (Skills/barrier) Trigger Red plan (high risk) CoP/LA (statutory) Health lead (emotional/physical wellbeing) Transition plans Staff development – training, wellbeing (support)</p>	<p>Class Teacher with support from SLT/PCST or external agencies</p>

9. Suggested intervention

- Responding immediately to all spectrums of behaviour either by acknowledging positive behaviour by praising the student and reinforcing this with recording on the Behaviour Watch system, for some students visually acknowledging with a positive behaviour leaf may also be appropriate. All behaviour and especially negative behaviour staff should communicate with the student that the behaviour displayed could be determined as hurtful, bullying, unsafe etc. This will be in line with the students level of understanding and by using their **green** guidance as a supportive tool.
- Record all specific behaviours on to Behaviour Watch – positive behaviour slip or an incident slip.
- De-briefing any students involved (reflective measure and supportive) – recording the de-brief on the Behaviour Watch slip (either incident or bullying)
- Highlighting natural consequences - please note this is not a sanction.
- Highlighting impact on self and others – it is important to help the students understanding of impact of behaviour (positive and negative) as this helps understanding and development.
- School rules (being kind and using kind words)
- PHSE lessons with a focus on bullying and friendship – Portfield School use the guide the Fiona Speers PHSE for learners with ASD
- Attitudes to learning – see below, this should be used with individuals or class groups and the grade descriptor will be set with the students in PHSE
- Zones of Regulation – emphasis on strategies to implement to transition to into ‘just right’ zones – staff can request support on the Zones from the Practice Clinical Support Team
- Emotional literacy support on an individual or group basis – this can be requested by referring to the ELSA team (ELSA@portfieldschool.org.uk) one to one nurturing support
- Promoting positive interactions
- Modelling appropriate behaviour
- Class token economy – with a focus on working together to achieve group recognition – this is usually
- Amber plan – with partnership with parents (token economy’s and focus of positive behaviour)
- Practice Clinical Support Team support where all above strategies have been unsuccessful
- Consideration of implementing other policies and procedures (exclusion)

All the suggested interventions are underpinned by the core principles and the MUST

