Behaviour & Safety Policy

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Please note that all Trust policies are reviewed annually. Should you have any queries regards this policy, note an omission or wish to propose an amendment, please email
sconnnor@strathmore.richmond.sch.uk.

Strathmore School is a UNICEF Level 1 (Silver Award) Rights Respecting School and currently working towards Level 2 (Gold Award). The school sin the Auriga Trust are proud to promote the United Nations Convention on the Rights of the Child which the UK Government has signed and ensure that the whole school community learns about their rights and show respect for each other. In all our work we strive to model and teach tolerance and respect for the similarities and differences in our community and the wider world.

The Convention underpins the ethos and curriculum of our schools; it has a significant, positive impact on student well-being and school improvement. It also has a positive effect on relationships, teaching approaches, attitudes and behaviour of the entire school community.

Article 19
Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.
Article 28
You have the right to an education. Discipline in schools should respect children's human dignity.

CHARTER & BEHAVIOUR PRINCIPLES

The Auriga Trust's Behaviour & Safety Policy is underpinned by the following principles which are clearly displayed throughout the schools within the Trust, and actively promoted.

It has been developed in an attempt to create the most productive learning environment in order that all pupils have full access to the curriculum and experience positive social development in all aspects of the school day.

Behaviour Principles:

1. Everyone in our schools has a right to be listened to and taken seriously (Article 12)
2. Everyone has the right to get on and work, without distraction or disturbance
3. Everyone has the right to be safe and unafraid (Article 19)
4. Everyone has the right to be treated kindly
5. Everyone has the right to have an enjoyable break time
6. Everyone has the right to have their property respected

BEHAVIOUR & SAFETY MANAGEMENT

Introduction:

A consistent approach to behaviour management is an essential pre-requisite to a well ordered school. In The Auriga Trust all staff make a commitment to the implementation and effectiveness of acceptable codes of conduct. This creates a stable environment in which each pupil knows what is expected of them and in which they can feel secure.

The Auriga Trust, therefore, requires all staff to follow accepted procedures and to recognise that only by their personal example will they gain the respect necessary effectively to maintain good discipline. Behaviour management depends on the fostering of good personal and professional relationships between staff and pupils; it is only through

such relationships that conditions can prevail to enable productive personal development, educational practice to flourish and success and self-image to improve.

Positive behaviour management is an integral part of the school curriculum which teaches appropriate and relevant social skills to all pupils in an attempt to present a positive learning environment and experience for all pupils.

There has been a growing awareness that sanctions or punishments may suppress behaviour but the behaviour will often reappear or be replaced by a more challenging behaviour. For young people to accept responsibility for their own actions, wherever possible they need to be involved in discussions about their own behaviour.

We acknowledge that challenging behaviour is likely to serve a communication function for the pupil and therefore our pupils need to be supported to develop alternative more appropriate ways of communicating. We explore a range of communication aids and approaches to meet individual needs.

A positive learning environment for the pupils and staff will contribute to more positive behaviour.

Behaviour management takes account of relevant cultural issues.

Schools within the Auriga Trust cater for children with very different needs. Each pupil is unique and a "one rule fits all" policy is not considered to be the most effective method of behaviour management. For example - staff should be aware that a pupil on the autism spectrum may present behaviour that is challenging but the reasons for the behaviour may be different to other pupils and the strategies used to manage and resolve them will need to take into account their autism, (Pittman, 2007).

POSITIVE BEHAVIOUR MANAGEMENT

The aims of the policy are to:

1. promote and recognise the excellent behaviour demonstrated by the majority of our students;
2. ensure that the impact of inappropriate behaviours on the teaching and learning of other pupils is minimised;
3. outline the procedures to manage, record, review and reflect upon behaviour throughout the school day;
4. uphold our School Charters;
5. take an holistic view of pupil behaviour.

Staff are expected to:

*   Establish and maintain clear and consistent expectations and boundaries;
*   Show respect and promote positive behaviour and achievement;
*   Discuss with children their behaviour;
*   Encourage self-discipline and independence;
*   Celebrate children's efforts and achievements;

- Maintain a well organised learning environment and provide appropriately challenging or supportive learning opportunities;
- Listen to the pupils' views without discrimination;
- Model high standards of presentation, respect and behaviour;
- Implement the anti-bullying, behaviour and discipline procedures;
- Implement the positive handling plans;
- Ensure that individual pupils are able to experience success;
- Ensure that individual pupils are able to feel happy and safe in their school environment.

Pupils are expected to:

- Be polite and kind to all;
- Show respect to staff;
- Listen to all adults and follow instructions;
- Attend regularly and on time for the start of the school day and for every lesson;
- Develop and sustain positive attitudes to learning;
- Live a healthy lifestyle with regards to sleep, diet and exercise;
- Follow the school's Uniform Policy;[1]
- Under no circumstances hit, kick or hurt other pupils or staff;
- Stay in class as agreed and engage in learning (stay on task) throughout the day;
- Represent The Trust and the school in a positive way at all times, including on visits and when travelling to and from school;
- Follow this Behaviour and Safety policy at all times.

Parents are expected to:

- Support their child/children in celebrating positive behaviour and learning success;
- Keep the school informed about any issues that arise at home that might affect their child's ability to work or their behaviour;
- Encourage respect for the child's school, staff and their classmates;
- Support the school's behaviour and anti-bullying policies;
- Liaise and act jointly with school to address any issues.
- Ensure that their child is ready for learning at school, by supporting the school's uniform and homework policies[2] and by ensuring their child has had adequate sleep.

Rewards:

At all schools within the Auriga Academy Trust pupils are given positive recognition for good behaviour.

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[1] While Strathmore does have a uniform which pupils are encouraged to wear, we recognise that due to individual needs pupils may have to wear other clothing
[2] Please see above. Equally, at Strathmore School homework is only given for individual pupils where applicable.

Every day is a new day and in that way we try to ensure that pupils' self-esteem is preserved.

Rewards for appropriate behaviour need to be immediate and relevant to the pupil.

Positive management strategies may vary from school to school, or from phase to phase within the same school and are included in Appendix A of this policy.

> See Appendix A for Clarendon and Capella House's reward scheme.

Managing challenging behaviour by pupils with autism:

For all children but particularly pupils with autism, behaviour is a form of communication and it is unlikely for the behaviour to be deliberate or personal.

Please remember:
- Visual structure and manipulation of the environment are the prime strategies for managing behaviour.
- Every child is unique (get to know their characteristics, special interests and triggers; read their pupil passport).
- Be calm.
- Avoid making the situation more serious (Think about body language, tone of voice and the words you use e.g. Approach slowly, stand in a relaxed pose, speak clearly and slowly, lower your pitch and volume).

Social interaction
Pupils with autism are unlikely to just pick up the behaviour rules of a classroom and hence lack the knowledge of what is acceptable behaviour. They are unlikely to be inhibited by the reaction of others to their behaviour.

- Do not get into a confrontation.
- Offer a compromise.
- Redirect to what they should be doing.

Social communication
Language used in schools can be confusing for pupils with autism and this can lead to challenging behaviour. All permanent Trust staff have had autism specific training or experience and are expected to:
- Use a calm voice, minimal language, repeat the same instruction.
- Tell them what you want them to do (instead of telling them to stop what they are doing).

Flexibility of thought and behaviour
Pupils with autism like routine and structure to make their day predictable; confusion can cause challenging behaviour. Pupils can also find transition and unstructured times difficult. Pupils could;

- Use visual timetables and schedules to make the school environment predictable. (Explain changes in advance whenever possible).
- Use the environment creatively to provide greater clarity.

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- Leave class early to avoid the busy transition times, or be given choices of activity for less structured times.

Sensory issues
Pupils with autism can have sensory issues that can cause discomfort, pain and anxiety. It is important for staff to identify the sensory issues of the pupils they are working with and make changes to the school environment that can reduce the daily stress and anxiety experienced by many pupils. Some pupils will need a safe place to go to if they are beginning to get anxious or overwhelmed.

- Modify the environment and make sure the demands made on the pupil are appropriate.

Please be aware that some pupils will be very sensitive to touch so use physical restraint only when there is no realistic alternative.

Teaching acceptable behaviour
Pupils with autism are unlikely to change their behaviour without the support and intervention of the adults who work with them.

Sanctions:

When children behave inappropriately sanctions will be used to reinforce expectations and acceptable behaviour.

Sanctions, where necessary, must take into account all mitigating circumstances and be explained to the pupils. Where possible they should be adapted to suit the incident and hopefully promote a positive outcome without loss of self-esteem for the student. This could also lead to referral for an additional intervention if required which may include outside agency support – for example, ELSA, Primary Mental Health Team, CAMHS, Counselling, Play/Art Therapies, and Educational Psychology Service.

> See Appendix B for Strathmore School

Internal and External Exclusions:

In certain circumstances schools within the Trust may internally exclude a pupil for an agreed period of time whilst an investigation is carried out or in response to the outcome or the behaviour.

In exceptional circumstances the Head Teachers of schools within the Trust have the authority to exclude a pupil for either a limited (fixed) period of time or permanently. These measures would be regarded as a last resort and would only be considered when every other sanction has failed or when the Health & Safety of others is at risk, either through verbal or physically threatening behaviour.

These circumstances include but are not limited to:

- Assaulting another student or any member of staff;
- Threatening another student or any member of staff;
- Being in possession of an offensive weapon;
- Committing a criminal offence including criminal damage to property;

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- Refusing to accept the authority of the school.
- Changes in needs/ mental health/medical needs mean that the school is not able to meet needs safely (environmental problem)

When a pupil is excluded, an appropriate work schedule should be organised by the teacher, the completion of which should be supported by the parent/carer or other professionals.

MANAGING CHALLENGING BEHAVIOUR

Schools within the Auriga Academy Trust use the Team Teach Philosophy and Principles; 95% of the interventions centre around de-escalating difficult behaviours. On occasions (5%), a pupil's behaviour is such that physical intervention is required. All permanent staff and an increasing number of agency staff have formal Team Teach training. The Team Teach Philosophy and Principles are expected to be upheld in all interventions. Refer to the training booklets and the Trust Positive Handling Policy.

Some incidents will be new, unforeseen or at an increased level of risk. On these occasions, the most senior member of staff at the scene of the incident will assume responsibility for dynamically assessing the risks and deciding upon a course of action. The entire incident will be reviewed by SLT.

Recording Incidents:

Persistent behaviours and incidents are recorded using Sleuth (the online recording programme). Entries should be made at the earliest convenience. Teachers and Senior Leaders will use the data provided at least half termly to monitor and discuss individual pupils/classes to ensure appropriate follow up, interventions agreed and outcomes met. Additional guidance is provided during induction and is available in printed form as an appendix to this policy.

> See Appendix D and E for guidance on recording at Strathmore.

Homophobic and Racist Log

Both homophobic and racist incidents are to be recorded using Sleuth. In both cases, the victim and perpetrator must be clearly identified – these incidents must be referred directly to the Headteacher.

Reporting, Analysis & Monitoring:

Entries on Sleuth are analysed on a regular basis by the Senior Leadership Team. The analysis is also monitored termly by the appropriate sub-committee of the Local Governing Body of each school.

Information obtained from Sleuth data helps to inform teachers and leaders of the types of behaviours evidenced across the school and the difficulties for individual pupils. Discussions then follow regarding behaviour modification and the development of self-regulated behaviours.

We have access to the following supportive interventions:
- Sleuth Analysis and meetings to reflect after incidents
- Pupil Focussed Forum

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- Pastoral group interventions
- Positive Handling Plans
- Student Profile – Behaviour Targets
- EHCP Outcome Reviews
- Educational Psychology support
- Communication passports

INCIDENTS OUT OF SCHOOL

Pupils are expected to behave appropriately outside school and many visits are undertaken each week to support and enhance the curriculum and pupils' opportunities for learning in the community. Behaviour issues should be dealt with along the lines of this policy out of school and incidents recorded on Sleuth.

<u>A Risk Assessment will need to be undertaken before any visits out of school (advice can be given by the person responsible for Health & Safety in each school) and approved by the Headship Team. Refer to the 'Procedures for Educational Visits'.</u>

It is not unusual for members of the public to show concern or alarm when witnessing an incident which may contain an element of positive handling of challenging behaviour. In this event a card is provided to give to members of the public and to avoid their intervention in the situation. (Staff should always carry these cards when out of school on a visit or journey.)

An example of the wording on the card is as follows:

Clarendon School
Egerton Road
Twickenham
Middlesex
TW2 7SL   Tel: 020 3146 1441

If you would like to discuss this incident please contact the school.
Head Teacher: John Kipps.

STAFF TRAINING

New staff will be introduced to the principles of the Trust's Behaviour and Safety Policy as part of their induction/mentoring process. Team Teach training will be planned and given. Other in-service training needs on behaviour management will be identified through the school improvement plan, surveys and performance management interviews with senior leaders. Staff can also request peer observations, to promote the sharing of knowledge and expertise.

STAFF SUPPORT

The stress for staff dealing with pupils who present challenging behaviour is recognised. In order to protect other children, staff can become at risk themselves. We need to support staff physically and emotionally.

All staff will:-
- Be given the opportunity to undertake INSET on behaviour management;

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- Contribute to planning behaviour programmes;
- Support colleagues dealing with stressful situations;
- Be supported in their work with challenging behaviour incidents – with someone to take over when needed;
- Not attach blame regarding pupil's behaviour;
- Give time for de-briefing to colleagues after a major incident;
- Have access to confidential counselling.
- Access to the employee assistance programme

THE LAW

Teachers have a statutory authority to discipline children, whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. (Section 91 of the Education and inspectors Act 2006)

The power to discipline also applies to all paid staff (unless the head teacher says otherwise) this includes anyone with responsibility for children.

Teachers can discipline pupils anytime the pupil is in school or elsewhere under the control of the teacher, including on school visits in the wider community.

Teachers can also discipline pupils for misbehaviour outside the school.

Teachers can confiscate pupil property where necessary which is returned within an agreed timescale to pupil or parent (dependant on the item).

All staff working for the Auriga Academy Trust have a duty of care for our pupils.

Other policies within this portfolio:

Trust Safeguarding & Child Protection Policy 　　School's Anti-Bullying Policy
Trust Positive Handling Policy 　　School's Home/School Agreement
School's Procedures for Educational Visits 　　School's Homework Policy
School's Uniform Policy

APPENDIX A – REWARDING PUPILS at CLARENDON and CAPELLA HOUSE SCHOOLS

REWARDS at the PRIMARY CENTRES

Individual classes and indeed individual staff have their own systems of progressive incentives including:

- Praise and social recognition
- Stickers
- Work on display
- Responsibility within the class/school e.g. a job
- Use of home school book
- Showing of work to the Headship Team or other chosen teacher
- Postcards home to share pupils' achievement with parents/carers.

Primary staff are currently reviewing their system of rewards in preparation for their separation from the Secondary Department. Once decided this will be added to this appendix.

HOUSES & REWARDS at the SECONDARY CENTRES

- Reward points (there is a House System – see below)
- Weekly rewards
- Positive Statements ' Remember to ...'
- Jack Petchey Nominations and Award
- Attendance rewards – trips out and individual monetary rewards
- Restorative Justice Strategy.

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- Stickers
- Work on display
- Responsibility within the class/school e.g. a job
- Use of home school book
- Showing of work to the Headship Team or other chosen teacher
- Postcards home to share pupils' achievement with parents/carers.

SECONDARY CENTRE HOUSE SYSTEM

Pupils and Staff at Clarendon Secondary Centre are divided into four houses, Red, Blue, Green and Yellow.

House selection

On entry to the school, pupils will initially be selected for houses by the Headship Team to ensure equality between houses. Other staff may then be asked to adjust these lists as appropriate. Pupils will be told their houses no more that two weeks after entry to the school. This information is entered onto the school information management system by administrative staff and is linked directly to Sleuth.

APPENDIX B – REWARDING PUPILS at STRATHMORE SCHOOL

Rewarding pupils at Strathmore School very much depends on the individual pupil's **interests and motivators**. Staff therefore initially spend a lot of time getting to know each pupil and identifying what they like and what type of activities or objects they are motivated by.

These motivators are then clearly described in the individual's **pupil profile** (which can be found in the **pupil passport**) or **behaviour support plan**.

Based on their motivators students may be given

- Verbal praise
- Work on display
- Responsibility within the class/school e.g. a job
- A positive note to paretns in home school book
- Stickers for personalized charts
- Tokens on 'I am working for' chart (combined with individual reward)
- Certificates, Strathmore Star or other recognition as part of the celebration assembly
- Time with favourite objects including
  - sensory toys/objects for sensory stimulation, e.g. sensory room, light toys, noisy toys, vibrating toys, dark tent
  - toys, e.g. favourite characters (Disney, Fireman Sam etc.), puzzles, soft toys etc.
  - books, magazines, newspapers
  - musical instruments
  - comforters such as blankets or bean bags
- Time with playground equipment including trampoline, spinners, swings
- Attention/play with a favourite adult or peer
- Outings, including work experience such as participation in Café Vanilla enterprise, participation in sports competitions
- Jack Petchey nomination
- Relaxation activities, including tacpac and massage
- Access to favourite IT equipment such as iPad or laptop
- Food (whilst food is not used as a direct reward, students may be referred to a 'now and next' timetable stating 'work first, then snack'

No matter what the individual reward or recognition of good behaviour is, all staff continuously and across the day and curriculum celebrate each achievement and progression through their positive language and attitude.

APPENDIX C – RESPONSES TO INAPPROPRIATE BEHAVIOUR AT STRATHMORE

Responses to inappropriate behaviour very much depend on the individual pupil and are clearly outlined in each pupil's Behaviour Support Plan.

All staff at Strathmore strive to de-escalate inappropriate behaviours as early as possible.
Our philosophy is that we see 'Behaviour as a language' and we therefore strive to create an environment and culture in which students have the tools to communicate their needs in an acceptable and successful way.
All permanent staff are trained and continuously develop their skills and knowledge in **Strathmore Approaches** in order to respond to students individual communication needs.

APPENDIX D – Arbor (used by Capella House and Clarendon)

Arbor is the School's Management Information System and is an online database which can to be used to record behaviours and monitor/analyse behaviour patterns. It is accessed online via https://capellahouse.uk.arbor.sc/?/home-ui/index or https://clarendon-richmond.uk.arbor.sc/?/home-ui/index. All staff should have access to Arbor. Log in details can be made available from the Central Trust Administrator.

There is only one step to logging an incident on Arbor

After logging into Arbor, click on 'Quick Actions' and then select 'Log Behaviour Incident' and complete the form
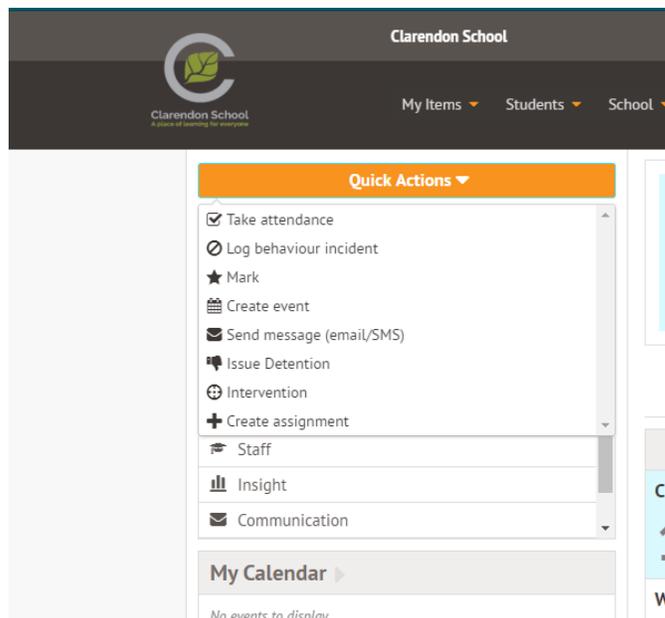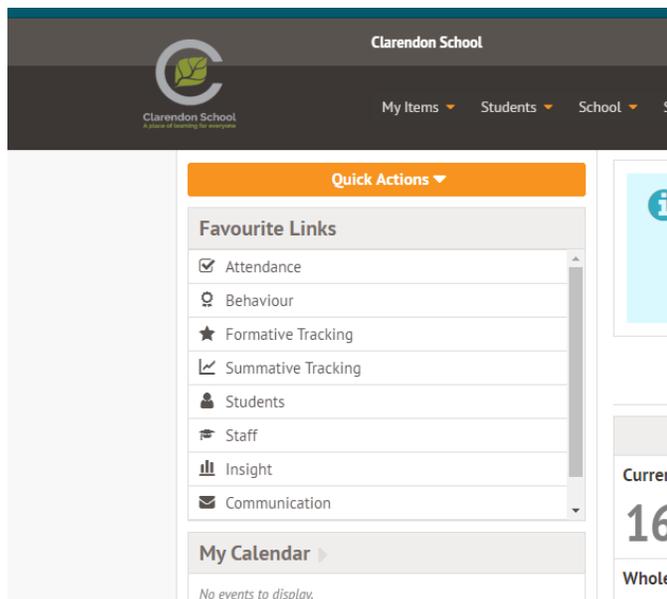
Add a behavioural incident by completing the necessary fields.

APPENDIX E – SLEUTH (used Strathmore)

Sleuth is an online tool which can be used to record behaviours and monitor/analyse behaviour patterns. It is accessed online via https://sleuth.schoolsoftwarecompany.com . All staff should have access to sleuth. Log in details can be made available from a deputy head.

There are 3 stages to completing a sleuth report

1 – Details of the reporter and where and when the behaviour was observed.
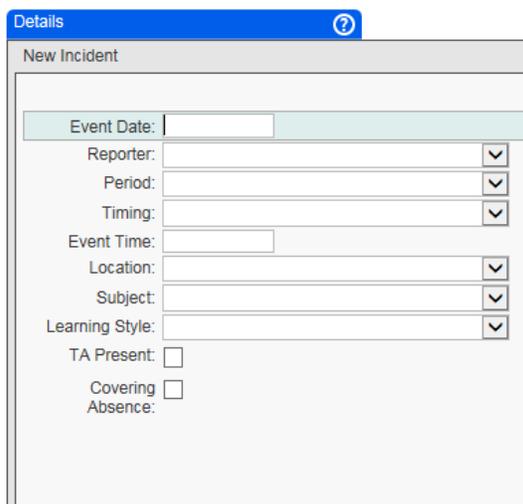
2 – Adding a student(s) and details of the behaviour

Student Behaviour Details ⑦

New Incident

Student(s):

Behaviour(s):

Antecedent(s):

Comment:

3a – The action taken by the member of staff and who should follow up

Action Taken ⑦

New Event

Action:

Actioned by:

Follow Up: ☐

Referred to:

Assigned:

Action Start:

Action End:

Document Template:

Print in Batch: ☐

Batch Printed: Not printed

Printed: Not printed

Alert Templates:

Referee:

Parents:

Student:

Related Files: Upload a file

Comments:

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3b – Physical interventions are recorded in more detail.

A senior member of staff will assist with sleuth reporting if needed.
Behaviours are only reported on Sleuth if they are persistent or if they are high level or serious incidents. Below is a list of incidents which should be recorded on sleuth.

ALL	For Information	Persistent Low Level	High level/Incidents	Racist/Discrimination
Skip to Next	Unsubstantiated comments	Victim		

ALL	For Information	Persistent Low Level	High level/Incidents	Racist/Discrimination	
Skip to Next	Absconding from school site	Bullying	Criminal Behaviour	Damage to Property	Inappropriate touch - Peer
Inappropriate touch - Staff	Injury to Peer	Injury to Self	Injury To Staff	Intimidation	Other
Sexualised Behaviour to Peer	Sexualised Behaviour to self	Sexualised Behaviour to Staff	Spitting at peers	Spitting at staff	Substance misuse
Swearing at Staff	Throwing property aggressively	Victim	Verbal Aggression to Peer	Verbal Aggression to Staff	Smoking
Truancy	Physical Aggression to Peer	Physical Aggression to Staff			

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ALL	For Information	Persistent Low Level	High level/Incidents	Racist/Discrimination	
Skip to Next	Inappropriate Touch Self	Obsessive behaviours	Persistent Absconding from lesson	Persistent Disruption	Persistent Non Compliance
Spitting in general	Swearing	Swearing at Staff	Wrong place / wrong time	Appearance/Uniform	Off Task
Verbal Aggression to Peer	Verbal Aggression to Staff				

ALL	For Information	Persistent Low Level	High level/Incidents	Racist/Discrimination	
Skip to Next	Disability Discrimination	Racist - Bringing in of racist material	Racist - Punching/Kicking	Racist - Ridiculing differences	Racist - Wearing of racist badges/insignia
Racist abuse of family/origin	Racist Abuse of personal property	Racist comments during lessons	Racist graffiti	Racist Incitement of others	Racist jokes
Racist Jostling/pushing	Racist name calling	Racist Other	Racist Refusal to sit next to/talk to	Racist Use of weapon	Homophobic Remarks
Sexist Remarks					

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