Behaviour Policy

Responsibility: Head of Centre

Reviewed: September 2018   **Reviewed by:** Nigel Beales, Assistant Head
Next Review due: September 2019

File location: e.g.
This policy is available:
On the website - http://www.lvs-oxford.org.uk/admissions--policies/10619.html
- On request from enquiries@lvs-oxford.org.uk

All LVS Oxford policies are based on best practice arrangements for promoting the learning and well-being of young people with Autism Spectrum Conditions (ASC). They also consider the needs, rights and development of staff and visitors to the school. The statements below outline the principles upon which policy and practice are developed and reviewed.

- We work collaboratively with parents and other stakeholders to meet the needs, interests and aspirations of young people placed at the school.

- We work hard to ensure that our physical environment is responsive to the needs of young people at the school and this includes taking account of their sensory needs.

- We work collaboratively as a staff team to ensure that there is a consistent approach to practice across all aspects of what we do. This is designed to provide the optimal conditions for young people at the school to be safe, learn and prepare themselves for the next phase of their education and training career.

- We provide a curriculum which offers a range of experiences which promote attainment and progress, ability to be independent and self- regulate and to communicate effectively.

- As part of this we also empower our students to understand their Autism and celebrate their difference.

The trustee board and external advisors play a critical role in monitoring the quality provision we offer and the outcomes and destinations of all our students.

All staff, students and parents have a role in creating a safe and positive living and learning environment. Poor behaviour must be dealt with promptly. To ignore it is to condone it.

Introduction

Positive behaviour is at the heart of the philosophy at LVS Oxford. Our policy ensures all aspects of behaviour help to create a safe and fair living and learning environment. It also places emphasis on rewarding good behaviour as well as helping students to take responsibility for their actions and understanding the significance of intended and unintended consequences.

All staff work with students to promote a culture fairness which is based on the principle of "fair not equal", *fair does not mean that every child gets the same treatment or consequence, but that every child gets what he or she needs."*

The Behaviour Policy will operate in accordance with current legislation and government guidelines. The Head of School will use professional judgement in its discharge and it will have due regard to Statutory Policies including:

- Keeping Children Safe in Education
- Working together to safeguard children
- Children Act 2004
- Education and Inspections Act 2006
- Education Act 2011
- The Education (Independent School Standards Regulations 2014)
- School Teachers Pay and Conditions
- LVS Oxford Anti-Bullying Policy
- LVS Oxford Safeguarding Policy
- Equality Policy (http://www.lvs-oxford.org.uk/admissions--policies/10619.html)
- Use of reasonable force guidance DFE (https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)

The school makes a distinction between two main types of behaviour:

a) Behaviours which intentionally break the schools code of conduct and Intentional anti-social behaviour
b) Behaviour arising from acute anxiety or sensory needs which prevents students making the right decisions.

Whilst the consequences for different behaviours will vary according to the context and circumstances, all our interventions are designed to teach the expected behaviour for the situation and encourage its use in the future. All consequences relating to behaviour are considered with a view to reinforcing a safe and fair living and learning environment.

Positive Behaviours for learning – expected behaviours

The school's has described 'Expected Behaviours'. Broad descriptions of what these expected behaviours look like are as follows:

- We are kind and support each other.
- We look after our school property
- We are polite and use appropriate language
- We are mobile free (lower school)
- We are gum free

Copies of the Expected Behaviours are visible in all classrooms, common areas and the residential area.

Students are also asked to read and sign a Code of Conduct, which clearly sets expectations of students regarding;

- Attitude and behaviour
- Attendance and punctuality

Expected Behaviours are also encouraged through:

- Visibility and reinforcement of the school's expected behaviours
- Staff modelling expected behaviours
- ASC friendly teaching and learning techniques
- Direct teaching of expected behaviours
- Environmental modifications
- Therapeutic support for group and individuals
- Deployment of staff to support student anxiety and behaviour
- The use of visual timetables
- Rehearsal of expected behaviours and clear expectations
- Liaison with parents
- Rewarding expected behaviour
- The use of consequences for unexpected behaviour

Unexpected Behaviours are discouraged through:

- Behaviour ladder
- Intervention room
- debriefing sessions with students using restorative principals (repair and rebuild)
- parental involvement
- behaviour plans – identifying cause of behaviours
- consequences: payback, non-participation/ time out from activity/ lesson.
- school based community service
- internal exclusion or Fixed term exclusion

Procedures for the implementation of this policy

1. **Leadership and Organisation**
   - It is critical that all staff know their role within the procedures outlined so that the policy can be implemented consistently across the school at all times.
   - The school has an IT based recording system -3sys- which allows for the collection and analysis of behaviour related data. This will be used to inform practice, set targets and evaluate student progress. It will be used to inform Pupil Progress meetings.
   - Aspects of behaviour data such as Physical Interventions (PI) and exclusions are reported to the Trustees.
   - Physical Interventions (PI) are recorded in the Team Teach bound book.
   - The Assistant Head, reporting to the Deputy Head holds a strategic whole school role for Behaviour and works in close cooperation with other members of the SMT.
   - School Council play an important role in the implementation and review of the Behaviour Policy.
   - The policy will be monitored and reviewed by all staff and students.

2. **Staffing**
   - Prior to admission into the school all information relating to each student prior to arrival will be collated by the Admissions team. This will include gathering behavioural information to draw up a Positive Support Plan and Risk Assessment.
   - All students (day and residential) are assigned to a tutor group which has a dedicated teacher.
   - All staff have a responsibility to ensure they are role models in their own behaviour towards each other and students.
   - The Assistant Head is responsible for the analysis of behaviour related data.
   - The Assistant Head will work with tutors to set targets and devise strategies which lead to improvements in student behaviour.
   - The school Occupational Therapist provides direct advice to students about how to moderate their behaviours. Advice is also given on environmental management and sensory issues. The Occupational Therapist also gives direct advice to staff.
   - The school's Speech and Language therapists help students to find ways to communicate concerns and anxieties.
   - The school has weekly access to a Psychologist who provides direct intervention to students and also provides advice and support to staff.
   - The school has a Pastoral lead whose role is to support students wellbeing and look at the cause of behaviours.

3. **Staff Development and Advice**

   - Designated education and residential staff receive Team Teach Training
   - The school holds weekly case conferencing meetings.
   - All front line staff receive data entry training and guidance for 3sys.
   - The school has therapeutic support from Speech and Language Therapy, Psychology, Occupational Therapy. All therapists are available to offer advice on how to support the management of behaviour.
   - Whole school INSET days are allocated to developing best practice with Young People who have ASC.
   - Ongoing CPD.

4. Curriculum, Assessment and Behaviour

a) Assessment for Admission

A picture of potential behaviours starts to be drawn up for each student prior to admission. Parents, individual students, previous schools and other relevant professionals are requested to provide information that helps school staff to build up a pen portrait of student likes, dislikes, responses to particular situations and known behavioural patterns.

This information is further developed during the assessment period prior to admission and then continues during the induction period (first 6 weeks of placement) up until the Post Entry Review meeting.

b) Tutorial session:
There are two tutorial sessions per day for all students. These provide structured transitions at specific times during the day. These involve tutors and LSAs.

1) First thing in the morning, to support the transition between unstructured time and lessons.
2) After lunch, to support the transition between unstructured time and lessons.

> ➢ Tutorial sessions provide a valuable opportunity to discuss targets and expected behaviours on a regular basis throughout the day.
> ➢ Provides reflection time for individuals and groups
> ➢ Opportunity to share information about the day/evening
> ➢ Allows time to address issues and grievances at regular points throughout the day
> ➢ Provides an opportunity for group bonding and social communication
> ➢ Discussion forum for school council issues, events, plans and projects
> ➢ Opportunity to celebrate success

- Issues related to unexpected behaviour are recorded daily via 3sys. This information is then used by tutors and school leaders to consider causes of behaviours and potential consequence for this behaviour or modifications to the students' provision. The behaviour ladder is used to ensure consistency is applied.

c) Weekly routines
- Tutorials: tutorial staff discuss behaviours and issues causing concern on a daily and weekly basis during tutorial time and mentoring sessions.
- Assembly: There is a twice -weekly whole school assembly for all staff and students.

d) Termly routines
- All students are mentored by their tutor on a rotation basis. Each student has a mentoring booklet and discussions are held around educational progress, attendance and behaviours, as well as student wellbeing. Discussion is related to the child's EHCP outcomes.
- Each student has PSP and Risk assessment and this is updated by the student and tutor.
- Reward points from the term are collated and students can then use the "shop" to cash in their points or bank their points. Certificates and postcards are given according to the rewards system.

e) Teaching and Learning
The school's policy regarding teaching and learning ensures the right environment in which students' behaviour is managed during lessons.

f) Therapeutic Support
Speech and Language Therapy (SLT)

The school offers Social Communication lessons as part of the curriculum, which are led by a Speech and Language Therapist and aim to help students improve their social communication and perspective taking skills. Social communication sessions also help students understand expected behaviours in different contexts.

Occupational Therapy (OT)

The school also has specialist support from Occupational Therapists who provide students, staff parents and carers with strategies to help monitor levels of anxiety and what to do in particular situations. They also provide advice and support on environmental management, i.e. ensuring that the learning or living environment is not contributing to heightened levels of anxiety.

Clinical Psychology (CP)

The school has access to weekly on site clinical psychology service. The main purpose of this service is to provide direct support to students, to work directly with staff to devise strategies for dealing with complex behaviour patterns and to provide staff training. The psychologist also helps to screen referral papers as part of the assessment for admission process.

g) Managing and Analysing Behaviour
The management of behaviour begins with minimal intervention when staff notice an early sign that a student is becoming agitated (rumbling). 95% of adult intervention is designed to de-escalate the situation.

adapted from Curtis and Dunn, 2000
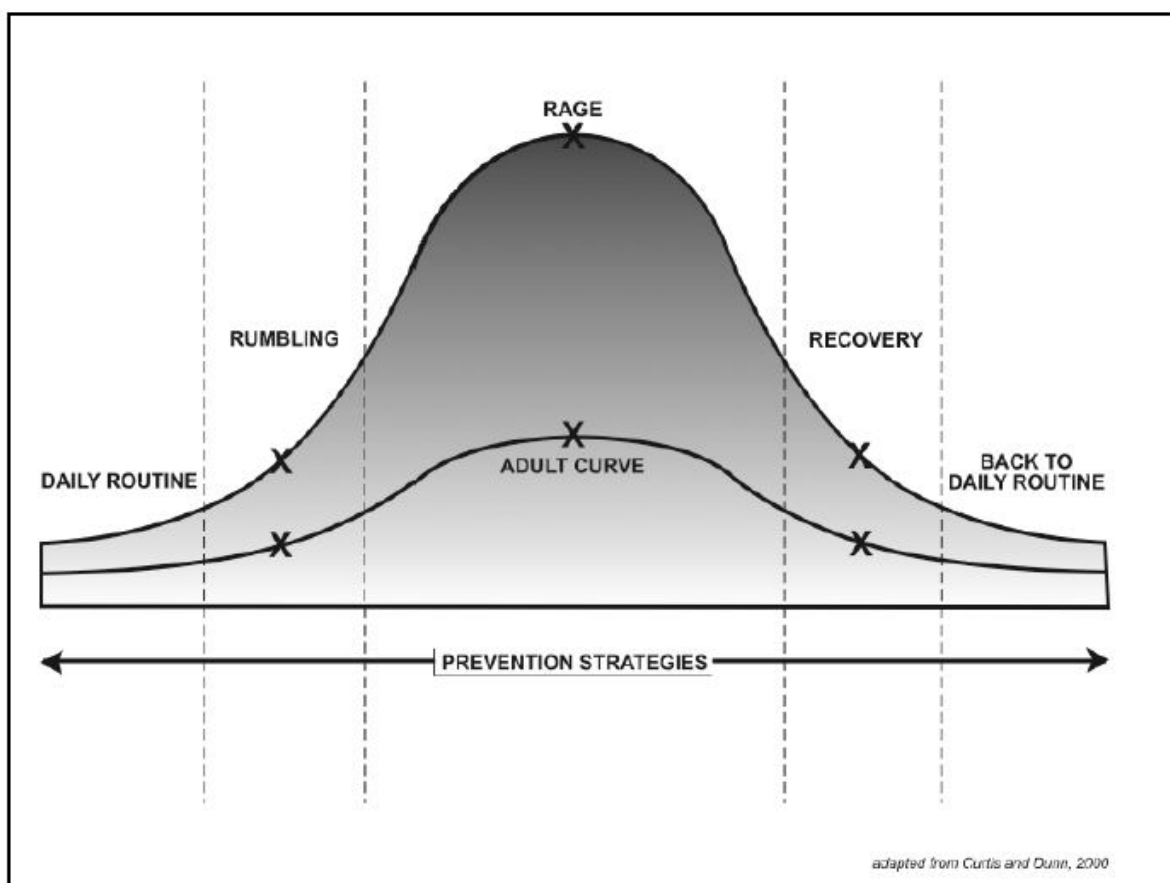
When we notice a student displaying some 'rumbling' behaviour our first response is always to think about what the behaviour means, what is the student trying to communicate?

We can ask ourselves is it?

a) Unexpected behaviour which results from students not knowing the expected behaviour they should be using intentional anti-social behaviour
b) Behaviour arising from acute anxiety which prevents the student making the right decisions

All staff are trained in de-escalation strategies, these include a change of face, distraction, time out, change of environment, OT related calming strategies, use of the quiet room/intervention room.

As part of the de-escalation process staff should always check that a student understands the rule or the expected behaviour that they should use. Direct teaching of the alternative, expected behaviour should be modelled/explained and this can be reinforced through visual prompts.

It is critical that we recognise those characteristics of autism that might underlie any display or pattern of challenging behaviour. Completing a functional analysis of behaviour helps us to make appropriate interventions.

- What unexpected behaviours has this student shown? *Which rule or expectation do they have difficulty with?*
- What happened to the student prior to the misbehaviour?
- Did the behaviour occur 'out of the blue' or were their warning signs?

- IS the student using behaviour to get something or escape from something?
- What exactly do I want this student to do instead? *Be positive and clear.*
- Who or what seems to set this behaviour off or what happens just before there is a problem? *Can the environment or circumstances be changed to prevent the problem arising?*
- What happens just after there has been a problem? *Is there some unintended reinforcement of the unexpected behaviour taking place? Can the response to the behaviour be changed to avoid this?*

From a clear identification of the behavioural cause we can start to address the behaviours. Staff are trained to use observation and write behaviour support plans to help the student manage their behaviours.

h) Rewards and Consequences

There are a variety of rewards that students can earn, either during the school day or in the residential setting. These include:

- Commendation at assembly: Public commendation at assembly for a particular action/success.
- Postcards home
- LVS Points
- Reward trip
- Vouchers

Other rewards can also be used based on the special interests of individual students and groups, and these are also based on the fair not equal principle.

Consequences are designed to develop intrinsic motivation to behave in an expected way, as well as providing some extrinsic motivation. This is where the concept of fair not equal is applied as it allows staff to take account of individual circumstances, patterns of behaviour, recent behavioural history and knowledge of what will be effective for a particular student.

Consequences are offered on an individual, class group and whole school basis. Consequences are designed to provide natural outcomes wherever possible and to assist students in understanding the concept of cause and effect. For example, students may not be allowed on a trip out of school if their behaviour shows us that they are not able to manage this trip; students may be required to help repair items following damage to property or a relationship.

i) Tracking data and 3sys

Behaviour management strategies are most effective when they are based on evidence of when and why the unexpected behaviour has taken place. This is why it is important for all staff to record unexpected behaviour on the Behaviour system.

In more extreme incidents it may be necessary to apply a Physical intervention (PI) technique in order to keep students, staff, members of the public and or property safe. All PIs should be recorded on the Behaviour system and using the bound Team Teach book. Students have the right to record their perspective of any use of a Physical Intervention technique. This is also recorded on a student debrief form which is kept with the Team Teach bound book.

The Assistant Head interrogates this data on a weekly basis to look for patterns and possible triggers. This helps staff to see a wider picture around a particular student so that interventions are not planned in isolation and take account of a wider context. This may involve meeting with tutor's TAs, as well as talking to parents about whether they are seeing similar behaviours at home.

3sys

Entries are recorded daily and fall under four categories: (in relation to the Behaviour Ladder)

Level 1(low): Immediate response from the adult who observes or is directly dealing with the student

Level 2 (medium): Discussion with class tutor, residential manager, therapist to agree positive approach to promote expected behaviour

Level 3 (high): Discussion with senior staff in education and care and a member of therapy team to agree positive approaches to promote expected behaviour. Parents informed and involved as necessary.

Level 4 (very high): Discussion with Head of School and parents.

Support may also be requested through external agencies such as CAMHS, the local community police officer or Local Authority services.

j) **Physical Intervention (PI)**
"The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom." (Department for Education)

The school is committed to managing behaviour effectively and safely. For this reason, we have adopted the Team Teach approach to managing challenging behaviour. This promotes the least intrusive positive handling strategy and a continuum of gradual and graded handling techniques. There is an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised. For more information, please visit their website at www.team-teach.co.uk.

Designated school staff are trained in Team Teach techniques.

It is important to note that most unexpected behaviour is managed at the first level of this process i.e. through de-escalation techniques. However, where the behaviour becomes persistent or where the incident warrants it, a higher level of response may be necessary. All interventions must be recorded via the Behaviour database and parents must be informed within 24 hrs. It is the responsibility of staff involved to agree who will make a record of the incident and who will inform parents. Incidents are monitored through the database to inform future targets, individual interventions and whole school policy.

All students are actively encouraged to reply to how a Physical Intervention has been carried out. This can be done electronically, by hand or through a scribe. All physical interventions are recorded on 3sys and the school leadership take account of all students' comments when analysing PI data.

Any student who is involved in a PI will also be seen by the school's health care manager.

k) Additional behaviour guidelines for students

During the school day all students should:

1. Walk and not run in the corridors.
2. Follow their timetable at all times.
3. Wait outside the classroom door until they are invited in by a member of staff
4. Sit on a chair
5. Ask a member of staff for permission if you would like to leave the room.
6. Complete their work during the lesson; otherwise you may have to complete it during a detention session.
7. Leave the classroom tidy at the end of a lesson.

Students should not:

8. Leave the room without permission
9. Swear, shout, push or play fight.
10. Sit on desks or work-surfaces.
11. Damage school property, otherwise they may be required to pay for it.

l) Additional behaviour guidelines for staff

During the school day all staff should:

1. Model appropriate behaviour for students.
2. Greet students at the classroom door and invite them into the room.
3. Provide supervision at the classroom door at transition times
4. Ensure classrooms are left tidy and ready for the next lesson
5. Provide an appropriate amount of work for lessons, cover lessons and detentions.
6. Be in the right place at the right time.
7. Challenge any unexpected student behaviour.

B) Premises and Facilities

There are Risk Assessments for all specialist classrooms which are on display in the room. All classrooms and residential houses display guidance on the appropriate and safe use of ICT, mobile devices, internet use and email.

Students are taught what safe and responsible practices relating to these devices. For more information, please see multimedia policy.

C) External Links

a) Working with families

All families will be able to view a copy of the school's behaviour policy prior to admission to the school via the school website. This helps students and their families to know how we work together to create a 'safe and positive living and learning environment'. The success of this policy requires a positive collaboration between staff and families. To help this we provide information about behaviour in a variety of formats and at regular intervals. Regular communication between tutors and families is critical in helping students learn how to manage their behaviour.

b) Safeguarding (see Safeguarding policy for more details)

- The Behaviour Policy is linked to the school's safeguarding policy where an unexpected behaviour results in the breaking of the law. In these situations, parents and the relevant authorities will be informed. School Governors will also be informed
- The Behaviour Policy is linked to the school's safeguarding policy where a display of unexpected behaviour has an impact on the health and well-being of other members of the school community. School Governors will also be informed.
- The Behaviour Policy is linked to the school's safeguarding policy where there is concern about the implementation of a Physical Restraint. School Governors will also be informed.
- A copy of this policy can be found on the school's website

c) **Exclusions** (see Exclusions policy for more details)
There may be occasions where behaviour warrants a more serious consequence than those listed above. This can lead to an exclusion. The school uses three types of exclusion depending on the severity of the behaviour:

1) Internal
2) Fixed term
3) Permanent

On occasion the school may also discuss the option of a voluntary short period (generally 1-2 days) of time away from school. This would generally be a preventative measure when staff are concerned that a student is finding it particularly difficult to manage their anxieties or behaviour and are looking for ways to avoid a serious incident taking place. This is called Reset and is not recorded as an exclusion.

d) **Complaints** (see Complaints policy for more details)
The school has a Complaints policy and a nominated Complaints Officer who will listen to any complaints related to management of behaviour, as well as other matters.

- All students have a school email address and can write directly to the Complaints Officer outlining their concern.
- All students have a Key worker and tutor who they meet on a daily basis and can make their complaint to.
- There is a paper based Blue Form for handwriting complaints which can then be passed on the Complaints Officer.
- Parents can write directly to the Complaints Officer, School Principal or Chair of Governors depending on who their complaint is about. The school will respond to all complaints as soon as is possible. This may require time to conduct an investigation.
- Local Authorities can complain directly to the School Principal or Chair of Governors.
- A copy of this policy can be found on the school's website

e) **Whistle Blowing** (see whistleblowing policy for more details)
If any students, staff or parents feel that any part of this behaviour policy is not being implemented according to the procedures set out then they are encouraged to report the matter. There are a number of people who are available to receive this information including the Safeguarding Officer, Complaints Officer, Principal, Vice Principal or Chair of Governors. This can be done electronically, in writing or in person. All such disclosures will be treated in confidence if requested. Feedback relating to actions resulting from a disclosure will be given but may be subject to confidentiality.

f) Availability

This policy is available to all Local Authorities, Parents, Students and Staff. It can be found on the school's website and in the policy section of the school's internal document server. The policy is issued to all new staff as part of their induction.

Other policies relating to this area are:

- Teaching and Learning
- Anti-Bullying
- Safe Living and Learning
- Physical Intervention
- Safeguarding
- Monitoring Pupil Progress
- Exclusions
- Safeguarding
- Key Working
- Complaints
- Whistle Blowing
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Other documents related to this policy;

     a. Promoting positive behaviour guidance for staff
     b. Behaviour ladder

Review Date: November 2019

Appendix 1.

The school promotes positive behaviours and rewards, however if negative and inappropriate behaviour is displayed there is a behaviour ladder that has clear steps and gives the opportunity to the students to take responsibility and change behaviour. The behaviour ladder is shared with all staff and student/s and displayed around the school.

DESCRIPTION OF BEHAVIOUR	DEALT WITH BY	STRATEGIES AND SUPPORT USED
Level 1 • Talking in class when teacher talking • Disruption of learning of others • Non completion of work • Use of mobile phone in lessons • Using inappropriate language in class • Leaving class without permission • Anti-social behaviour at lunch and break • In wrong place at lunchtime	Class teacher /tutor	• Class teacher/tutor to take appropriate steps to manage the behaviours – visual reminder of rules, move seats, time out, reminder of consequences, verbal warnings, payback at lunchtime / break, use TA to support any strategies • Speak with student to identify cause of behaviours • Speak with tutor to discuss concerns and identify cause • Teacher to put in strategies to reduce behaviours • Teacher to seek advice of OT and SALT – sensory and communication needs
Level 2 • Continuing the above behaviours over period of time and no change • Refusal to attend a lesson / curriculum activity • Pushing / shoving others • Aggressive verbal communication e.g. shouting • Rudeness to LSAs / teachers • Poor behaviour off site • Unsafe behaviour in school minibus	Class Teacher / Tutor	• Contact with home to discuss concerns /behaviours / meeting in school with tutor • Observations of behaviours across school –Pastoral team and teacher feedback sheets • Devise a plan to address behaviours – Behaviour Plan – with therapy and pastoral team and parents • Therapeutic intervention set up • Withdrawal of social time • Restorative meeting with other student / TA / teacher • Staff to identify if there is a root cause of the behaviour or if the student is choosing to behave in this way • Update of PSP / risk assessment by tutor • Daily report card / report to parents • Apology for rudeness or letter of apology • Student to have 1-2-1 off site • Alternative curriculum packages and other modifications to timetable discussed
Level 3 • Threats made against staff and students • Cyber bullying, serious misuse of social media • Continued previous behaviours despite Intervention-Level 1 and 2 • Theft • Using offensive language for example anti-disability, homophobic language • Exploitation of others – sexual or otherwise • Racism or discrimination • Involvement of with extreme radical political or religious groups • Damage to school property	Deputy Head teacher/ Head of Sixth Form	• Discussion with Deputy Head and or Head of Sixth Form • Confiscation of mobile phone for a period of time (6th form) • Withdrawal of privileges – 6th form • Parents will be invited to meet class Tutor, Deputy Head teacher/ Head of Sixth Form to discuss ways forward • Report card to Deputy Head / Head of Sixth Form • If student behaviour is impacting the well-being of other children student will be withdrawn from lessons and or social time or fixed term exclusion will be used • Therapeutic intervention • Police involvement • Wider agency support sought e.g. CAMHS, social care • Emergency EHCP meeting to gain further support • Payback or pay for any items stolen

		• Confiscation of items • Use of agencies to educate student e.g. CEOP,Brooks
Level 4 • An incident or attempt to be aggressive– any use of violence against other student/s and/or staff; • Leaving school premises • Smoking on site, use of alcohol or taking of drugs on site • Behaviour that brings the school into disrepute/damages schools reputation	Deputy Head teacher and Head of School	• Parents will be invited to meet Head of centre, tutor and deputy Head to discuss ways forward. • Fixed term exclusion for a period will be considered. • Police involvement • Emergency EHCP meeting to gain further support or discuss placement