

Behaviour for Learning Policy

This policy is concerned with The Rise School's approach to managing behaviour and teaching replacement skills to maximise learning opportunities.

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Policy owner: Sarah Roscoe, Head Teacher

This policy is to be implemented by:

- All members of staff

This policy is addressed to:

- teaching staff
 - pupils
 - other relevant stakeholders.
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This policy should be read in conjunction with the following policies:

- Teaching and learning policy
- Positive handling policy
- Anti-bullying policy
- Equality & diversity policy

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Guidance & procedures

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1. Introduction

- 1.1 This policy seeks to make clear the boundaries of what is appropriate behaviour, what is generally considered appropriate in society, the hierarchy of sanctions, arrangements for their consistent and fair application, and a linked system of rewards for good behaviour. It promotes respect for others, intolerance of bullying and harassment, the importance of self-discipline and the difference between 'right' and 'wrong'.
- 1.2 This policy reaffirms the school's commitment to promote equality and combat racism, sexism and disability discrimination, and should be read in conjunction with the school's Anti-bullying policy, Teaching and Learning policy and Equality & Diversity policy.
- 1.3 The values and ethos of the school support respect for individuals and an expectation that all members of the school community will work together to promote and safeguard the pupils' wellbeing. This includes a positive approach to managing behaviour. This approach is underpinned by a belief that positive and constructive rewards fairly and consistently applied will promote improved behaviour.
- 1.4 The head teacher has day-to-day responsibility for discipline, with the backing of the governing body.
- 1.5 The approach and specific measures for promoting good behaviour include such issues as bullying, racial or sexual harassment, and maintaining regular attendance. The governing body also has a general duty to ensure the school follows policies to promote good behaviour and discipline among pupils.
- 1.6 The head teacher is responsible for promoting good behaviour and discipline. This includes:
- promoting self-discipline among pupils
 - encouraging good behaviour and respect for others and preventing all forms of bullying among pupils
 - ensuring pupils' standards of behaviour are acceptable
 - managing pupils' behaviour positively.

2. Behaviour & discipline at The Rise School

- 2.1 Individuals with autism have difficulty learning from typical environments, but can learn if an appropriate teaching method is utilised, (Green, 1996)¹. Individuals with autism may display a range of inappropriate and challenging behaviours. Both skill acquisition and

¹ Green, G. (1996). *Early behavioral intervention for autism: What does research tell us?* In Maurice, C., Green, G., and Luce, S.C. (Eds.), *Behavioral Intervention for Autism: A Manual for Parents and Professionals*. Austin, Texas: Pro-ed.

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management of challenging behaviour are approached from an evidence-based behavioural perspective.

3. Skill acquisition

3.1 Behavioural principles are utilised and applied as effective teaching methods to increase skills across all areas of the curriculum, including self-help, verbal and non-verbal communication, socialisation and play.

The key principles (as applied to a teaching model) are:

- individualised learning which addresses deficits and builds on skills
- breaking down goals into achievable elements
- a structured and consistent learning environment
- motivational learning through the use of positive reinforcement
- the use of ongoing data to inform teaching and learning.

4. Management of challenging behaviour

4.1 There is extensive research literature to support the use of behavioural principles as an effective means of supporting individuals with autism to manage challenging behaviours. Such behaviours include:

- tantrums
- self-injurious behaviour
- aggression
- destruction
- oppositional defiance
- stereotypical behaviour.

Behaviour management programmes are typically comprised of two elements: proactive and reactive strategies. Both are based on an understanding of the function of the challenging behaviour. Reactive strategies outline the specific plan of action for when the challenging behaviour occurs; proactive strategies are longer term plans that often involve teaching new skills that minimize the occurrence of the challenging behaviour.

4.2 Reinforcement strategies are the least intrusive and most preferred method used. However, more intrusive strategies may be required for behaviours that are severely challenging and that pose a greater risk to the individual or to others. Aversive procedures are never utilised. Punishment is defined functionally by its effect on behaviour and is,

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therefore, any procedure that decreases the future probability of a challenging behaviour. At The Rise School this can include the removal of tokens or preferred items and activities, saying 'No', planned ignoring and correction procedures. Punishment procedures are used only:

- when all other less intrusive methods have been determined to be ineffective
- in conjunction with reinforcement procedures designed to increase behaviour that functionally replaces the challenging behaviour.

5. Functional assessment & evaluation

5.1 As part of ongoing assessment staff members collect data on challenging behaviours in order to help understand why such behaviours occur – that is, the function that the behaviour has. Such data could be ABC (antecedent, behaviour, consequence) charts on target behaviour (these record the date, time, environmental antecedents and immediate events following the behaviour), checklists such as the Motivation Assessment Scale, or data from each of a number of different environments. Data are also collected on frequency, duration and so on of the target behaviours as appropriate. These data are carefully monitored in order to track increases/decreases and are used when developing behaviour plans.

6. Behaviour plans

6.1 Each pupil that exhibits a challenging behaviour has a behaviour plan that operationally defines the target behaviour(s), provides details of how to monitor the occurrence of the behaviour, and gives detailed descriptions of the procedures used to decrease the challenging behaviour and increase the appropriate adaptive replacement behaviour. All key staff working with the pupil and the parents sign the behaviour plan once it has been agreed.

7. Parental role

7.1 Full and regular information is provided on each pupil's progress and challenging behaviour (in the form of daily reports). Parents are also expected to provide information about any relevant issues relating to their child's time at home using their preferred communication method (email, home-school book, phone call).

7.2 Parents are consulted when behavioural plans are implemented in the school and training will be offered so that the parents and or carers can carry out these strategies consistently outside the school environment.

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8. Rewards

Purpose

8.1 The rewarding of appropriate behaviours is an essential component in the learning process and enables the development of skills in all areas of a child's life. Appropriate behaviours are rewarded and reinforced throughout the school day. Types of rewards include:

- verbal praise
- tokens
- stickers
- preferred activities.

This is not an exhaustive list, as rewards are based on the individual preferences of each individual pupil.

Guidelines

8.2 Teaching staff should:

- encourage and reward appropriate behaviours
- provide positive feedback on what the pupil is doing right
- ensure a consistency in the language used when rewarding appropriate behaviours.

9. Sanctions

Purpose

9.1 The sanctioning of undesirable behaviour makes it clear to the pupil that a behaviour, which they are engaging in, is not acceptable.

9.2 It is important to identify the possible function of the undesirable behaviour before any attempts to eliminate or reduce it are made.

Guidelines

9.3 Teaching staff should:

- be calm and professional
- not draw attention to the inappropriate behaviour
- use preventative strategies in preference to punishment, such as rewarding appropriate behaviours
- give pupils a chance to calm down and avoid confrontational situations

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- give clear instructions, and when necessary give clear warnings which are followed up as necessary
- review classroom organisation
- follow pre-determined behaviour plans.

9.4 It is accepted that from time to time, despite good classroom management, situations can arise which result in a pupil presenting a danger to him/herself or others. In such cases it is essential that the safety of all pupils and staff is the primary concern. Therefore, crisis management strategies may be employed such as removing pupils from the classroom or the use of approved positive handling techniques. Restrictive physical intervention is only utilised when failing to do so is likely to result in an injury or significant damage to property (see Positive handling policy). All staff working with the pupils are trained in Team-Teach methods of positive handling. When incidents occur procedures are routinely reviewed and further training carried out when necessary.

10. Exclusions

10.1 The Rise will use exclusion (fixed term or permanent) only as a last resort.

10.2 In discharging their duties the Head Teacher will have regard to the Secretary of State's guidance on exclusions (DFE guidance 2012 - Exclusion from maintained schools, Academies and pupil referral units in England) as if The Rise were a maintained school, except that:

- references to the maintaining LA in paragraph 26(c) of the guidance should be construed as a reference to the LA in which an excluded child is resident;
- The Rise, and not the LA, is responsible for making arrangements for independent appeal panels to hear appeals against permanent exclusions (see paragraph 35 and part 5 of the guidance, and below);

10.3 Exclusions may be for a fixed period or permanent.

10.4 The Decision to Exclude:

- Only the Head Teacher (or the person in charge on the day, if the Head Teacher is absent from The Rise) can exclude a pupil,
- Pupils and students should only be excluded:

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- in cases of a serious breach of The Rise's Behaviour for Learning Policy and if the continued presence of the excludee in The Rise would seriously damage the education or the welfare of other pupils or staff.

10.5 Before deciding to exclude a pupil the Principal will:

- ensure that an appropriate investigation has been conducted;
- ensure that all the relevant evidence has been considered;
- give the pupil an opportunity to be heard; and
- consult other relevant people if necessary.

Having considered these matters the Head Teacher will make a decision based normally on the balance of probability, having regard to any current guidance from the DCSF.

10.6 Inappropriate Exclusion

The Rise School considers that any exclusion will normally be inappropriate in cases of:

- minor breaches of discipline;
- poor academic performance;
- truancy or lateness;
- pregnancy;
- non-compliance with uniform regulations, except where this amounts to a defiance of The Rise School's authority; and
- in response to the unacceptable behaviour/attitude/conduct of a pupil's parents.

10.7 Fixed Term Exclusion

The Head Teacher is permitted to exclude a pupil for one or more fixed term periods not exceeding 45 school days in any one school year.

The Rise will continue to provide education for an excluded pupil (whilst he/she remains on roll) and, particularly in the case of an exclusion of more than 15 days, the Head Teacher in consultation with the relevant members of staff will consider the following:

- making alternative provision from day six for fixed-period excluded student;
- where appropriate, to arrange reintegration interviews with parents at the end of a fixed-period exclusion of six days or more; and
- how the pupil's education can otherwise continue.

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10.8 Permanent Exclusion

A decision to exclude a pupil permanently, as befitting its gravity, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail, or if an exceptional 'one-off' offence has been committed:

e.g.

- serious violence, actual or threatened, against a pupil or student or member of staff;
- sexual abuse or assault;
- supplying an illegal drug; and
- carrying an offensive weapon.

Or any other one-off offence considered by the Head Teacher to be an exceptionally serious one.

10.9 The procedure for excluding a pupil is set out in Appendix 1.

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Appendix 1 - Procedure for excluding a pupil

A1. Informing Parents about the Exclusion

The Head Teacher will inform parents without delay (by telephone, with a follow-up letter within one school day) and will give the following information:

- in cases of fixed term exclusions, the **length of the exclusion**;
- in cases of permanent exclusion, that **it is a permanent exclusion**;
- the **reasons for the exclusion**;
- their **right to make representations** to the school's governors;
- the **name of the person** to be contacted, if they wish to make representations.

The letter to parents will also state:

- the latest date by which the Governors must meet to consider the case;
- the **parent's right of access to the pupil's School record**;
- the **date and time when the pupil should return to the school** (with a fixed term exclusion);
- with a permanent exclusion, its immediate effect and any relevant previous history;
- arrangements for the setting and marking of work (it is the **parent's responsibility to ensure that work sent home is completed and returned to school**);
- the name and telephone number of the person in the school who can be contacted for advice; and
- any other helpful contacts.

A2. Informing the Governors (of The Rise School)

The Head Teacher will inform the Chair of Governing Body and the pupil's Local Authority Children's department **within one school day** of:

- a permanent exclusion;
- all fixed term exclusions;
- an exclusion necessitating a pupil or student missing a public examination.

The Head Teacher will inform the local authority of fixed term exclusions amounting to **5 or fewer school days in total per term on a termly basis**.

The Head Teacher must include the following in his/her exclusion report;

- the name of the pupil;
- the duration of the exclusion;

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- the reason(s) for the exclusion;
- the pupil's age, gender and ethnicity;
- whether the pupil has a Statement or EHC Plan, and
- whether he/she is in Local Authority care.

A3. The Responsibilities of the Governors

A3.1 The Governors

The Rise School will appoint a Governor at the beginning of each academic year;

The Governors will review all exclusions and consider any representations from parents.

The Governors will consider whether **reinstatement is a practical option**;

- The Governors may consider more than one exclusion at any one meeting where appropriate
- in cases where a pupil will miss a public examination as a result of exclusion, the Governors should endeavour to meet before the date of the examination. **In extreme cases with fixed term exclusions, the Chair of the Governors may consider the exclusion on his/her own and may reinstate.**

A3.2 Governor Meetings re. Exclusions

a) On being informed of an exclusion by the Governors, the clerk or Chair **must**:

- with **fixed term exclusions totalling fewer than 6 school days in one term**, convene a meeting of the Governors to consider **representations from the parents** (if these have been made), but the pupil or student **cannot be reinstated**;
- in the case of **fixed term exclusions totalling more than 5, but not more than 15 school days**, in any one term, convene a meeting to review the exclusion if the parents have asked to make representations between the 6th and the 50th school day after being notified of the exclusion.
- **in cases of permanent exclusion or where one or more fixed term exclusions add up to more than 15 days** in any one term, arrange a meeting to review the exclusion between the 6th and the 15th school day after being notified of the exclusion;
- invite the parent, Head Teacher (and, where appropriate a representative of the Local Authority Children's department) to attend at a mutually convenient time and place;

and **will**

- request written statements before the meeting; and

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- circulate any such written statements (including any statements from witnesses) and a list of those due to attend in advance to all interested parties.
- The parent may be accompanied by a friend or a legal representative. The excluded pupil will usually be allowed to attend and to speak if the parent requests this. A pupil **aged 18 or over is allowed to attend and to make representations in his/her own right.**

A3.3 The Governors will inform the parent of its decision as soon as possible but not later than one school day from the hearing, stating the reasons.

A3.4 The parent will be informed of the right to appeal to an Independent Appeal Panel, and where the letter is one where the Governor upholds the decision of the Head Teacher to exclude the pupil, that letter will set out some sources of advice.

A4.0 Constitution and conduct of independent appeal panels

The Rise School will be responsible for carrying out the functions assigned to the LA in part 5 of the guidance with regard to the management of the appeal procedure – this will usually be done by hiring an independent clerk or making use (where applicable) of an independent clerking service available through the Democratic Services (or similar) function of the local authority. Appeals panels must be impartial and constituted in accordance with the detailed provisions of paragraphs 123 - 126 of the guidance. The Rise School will arrange suitable training for appeal panel members and clerks where appropriate.

A4.1 The appeal panel's decision is final and binding on the school. A parent may seek a judicial review of a panel's decision. A parent may not, however, appeal to the Commissioner for Local Administration (the Local Government Ombudsman) about maladministration because the Commissioner's remit is limited to considering the conduct of appeal panels constituted by LAs.

Change History

Date reviewed	Based on	Changes applied	Updated by
September 2016	Original	To include exclusions	Hannah Clements

Review: Annually **Next review:** September 2017

Ratified	Signed by Chair of Governors
28 September 2016	

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