



Corley Centre

BEHAVIOUR POLICY

The vast majority of students attending Corley Centre have a diagnosis of Autism. This must be taken into account when reviewing and implementing all policy procedures.

Policy Review

The policy was last reviewed and agreed by the Headteacher January 2015. It will be reviewed by the Headteacher on an annual basis.

The policy was reviewed and agreed by the Performance and Standards Committee on 21st January 2015. It will be reviewed by the Performance and Standards Committee every three years, unless the Headteacher makes amendments before that time.

Policy Reviewed	Autumn 2010
Policy Reviewed	Autumn 2011
Policy Reviewed	Autumn 2013
Policy Reviewed	Autumn 2014
Policy Reviewed	Spring 2015
Next Review	Spring 2018

Corley Centre Behaviour Policy

Rationale

Corley Centre understands the vast majority of our students have a diagnosis of autism and as such understand and plan for strategies to support students and any difficulties they may experience due to their communication, sensory and self regulation.

The Behaviour Policy at Corley Centre is a statement of good practice that covers all aspects of our school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of our school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. The students of Corley Centre behave very well for most of the time and meet the high expectations of behaviour set. This policy is to ensure consistency on the occasions when children's behaviour falls below expected standards.

Context

We work to ensure a well-educated, healthy, happy future for all by:

- Teaching a broad and balanced curriculum;
- Demonstrating a commitment to raising standards;
- Setting challenging targets;
- Supporting children and their families in their efforts to fulfil their potential.

Aims

- To foster concern and respect for each other and help students to gain in self-confidence, self-esteem and motivation in order to prepare themselves to participate fully in the next stages of their education and adult life.
- To enable students to understand that acceptable behaviour is a result of mutual respect - respect for ourselves, respect for others, respect for property and our environment.
- To have a shared understanding (among students as well) that different standards of behaviour may be expected from some individuals at certain times.
- To promote the values of honesty, trust, fairness, tolerance, compassion and politeness.
- To reinforce positive behaviour.

Expectations

- This is our school and we look after it and the people inside it.
- We are considerate, caring and tolerant of each other and our differences.
- We treat others as we want them to treat us.
- We look after other peoples' property and environment carefully.
- We accept responsibility for our own behaviour.

Objectives

Adults: - teaching and non-teaching:

- To act as a positive role-model at all times;
- To have high expectations of themselves and the students;
- To emphasise and reward positive behaviour;
- To respond to and deal with unacceptable behaviour in a firm and consistent manner;

- To involve and inform parents of all aspects of this policy as and when is necessary following the Stages of Pastoral Support.

Students:

- To understand that they are a valued member of the community;
- To understand and know what is acceptable behaviour;
- To be responsible for behaving in an appropriate manner.

De-escalation

The most fundamental of tools available to Corley Centre staff is de-escalation. All staff are Team Teach qualified and have received training in de-escalation techniques. Before any member of staff refers to sanctions or negative consequences, they must use their de-escalation skills alongside their already established positive relationship with a student to calm a situation and avoid the behaviour escalating.

Staff should be able to identify triggers to inappropriate behaviours in the early stages and through encouragement, support and appropriate modelling, guide the student to make appropriate behaviour choices.

Only when all attempts to calm and de-escalate a situation have failed to have the desired impact, should staff refer to sanctions and negative consequences.

Standard Routines for Staff

It is the responsibility of each member of staff to establish clearly explained routines for each class so that the school values and expectations as stated in the Corley Code are consistently and persistently applied. Staff should observe the following standard routines in order to consistently achieve the desired behaviour and learning outcomes:

- Arrive at all mentor sessions and lessons on time and, if possible, before the class;
- Insist upon an orderly entry to and exit from the class;
- Check basic expectations i.e. punctuality, relevant equipment and conduct each lesson and address any issues that arise;
- Refer frequently to the Corley Code and Anti-Bullying Charter, in order to maintain a calm, learning environment;
- Good behaviour is essential but needs to be taught; therefore, teach and regularly reinforce the desired and necessary behaviour and routines for your lessons;
- Model the behaviour that we would like to see from students;
- Plan lessons thoroughly using appropriate teaching and learning styles and resources to inspire, motivate and extend students' learning. Interesting lessons set at the appropriate level and with appropriate challenge have a positive effect upon behaviour. Similarly, boredom and poorly planned lessons can lead to misbehaviour;
- Make sure that students' work is marked regularly, and feedback given, with time for students to respond and learn from the feedback;
- Take action to resolve issues at an early stage to avoid escalation using our school tiered approach to the delivery of negative consequences so that sanctions or rewards are appropriate, consistent and fair at all times;
- Take responsibility for the maintenance of good behaviour in your classroom using support, where required, in addition to, but not instead of, your own personal action;
- Be prepared to de-personalise negative behaviour, correct and re-teach it where necessary and re-build relationships with students;
- Take time to develop positive working relationships at every opportunity both in and out of lessons.

Rewards – The Positive Consequences

Rewards for Good Behaviour and Effort

Positive behaviour is promoted and encouraged through praise, positive feedback and a range of rewards.

Basic Principles:

- Rewards must act as positive incentives for the students. They must not just be about a monetary value (SPLATS);
- There must be clearly defined and understood success criteria for the issue of a positive consequence;
- They must be issued fairly where possible to all when the set criteria is met;
- They must be issued promptly in order to emphasise their value;
- Once a reward is given it should never be taken away;
- They should be used as a motivator or incentive and never as a bribe;
- We should aim to issue more positive than negative comments or consequences in every lesson or situation in school. This will be monitored through Behaviour Watch.

Rewards at Corley Centre may vary according to the individual and may include the following:

- Non-verbal acknowledgement and encouragement;
- The use of descriptive praise;
- Issue of SPLATS in planners linked to Personal Learning and Thinking Skills targets;
- SPLATS, which can be exchanged for goods;
- Attendance and Behaviour Certificates;
- Positive messages, post cards and letters sent home;
- Public praise, handled with sensitivity, to an individual/class or in celebration assemblies;
- Private praise;
- Display of work within classrooms, corridors;
- Opportunity to participate in reward visits, based upon achievement of agreed high standards for attendance, punctuality, conduct, coursework etc;
- Use of the school's reporting system to comment positively on achievements and also other aspects of conduct and performance in school.

Teachers should keep a record of rewards issued to students.

Students should also be encouraged to keep their rewards safely and in one place such as a Record of Achievement /Progress file.

Student planners are an integral part of the school day and should be used effectively. At Corley Centre planners belong to students. They are not a form of communication between school and home. At times, parents request additional information, sometimes on a daily basis. This can be provided through a home school book organised through individual Pastoral Mentors.

Sanctions

Disciplinary sanctions are considered within the context of this policy and the relevant guidelines on student behaviour.

Parents will automatically be informed in cases of persistent rule-breaking or serious misdemeanours that involve their child.

If a student is persistent in demonstrating unacceptable behaviour, it may be necessary to:

- Place on a Stage of Pastoral Support;

- Involve external agencies;
- In exceptional circumstances, impose a fixed-term exclusion.

The Headteacher has the power to exclude students for a fixed period for persistent or serious misbehaviour. Parents will be informed in writing of any decision that is made to exclude their child including the relevant procedures and their right to representation. At Corley Centre, we see benefit in a post exclusion meeting to help resolve the situation, create a “fresh start” and enable the student to witness the school and parents/carers working in partnership.

Bullying

Bullying is defined as any behaviour that is deliberately intended to hurt, threaten, or frighten another person or group of people. It is usually unprovoked, persistent and can continue over a long period of time. It always reflects abuse of power. This would include cyber bullying which we recognise as a particularly persuasive form of bullying.

Racial or homophobic bullying, actual or perceived, involves the same kinds of behaviour directed against someone because of their cultural or ethnic identity, their gender or sexuality.

Staff are alert to signs of bullying and act promptly (see Anti Bullying and Anti Harassment Policy). Students should feel able to inform a member of staff in confidence, and be sure that all allegations will be investigated, taken seriously and acted upon as necessary.

Sanctions – The Negative Consequences

Good behaviour has to be taught and regularly reinforced in order for the desired standard of conduct to be understood and demonstrated by students. A positive and patient approach is necessary in order to develop a good working relationship with students that will lead to positive responses. All staff must have regard for individual Risk Assessments, and students’ individual needs.

Individual plans and all team teach de-escalation strategies need to be deployed by all staff.

There will still be occasions, however, when students do not demonstrate an acceptable standard of behaviour in line with the school values and the Corley Code. When this is the case, negative consequences or sanctions may need to be applied in order to address and correct the concern and achieve the desired standard of behaviour. It will be at this stage when a student will be considered for intervention through the Stages of Pastoral Support.

It must be understood that violence of any kind is never acceptable at Corley Centre and will be treated seriously. The bringing of offensive weapons into school will always be investigated thoroughly and could result in exclusion.

In issuing negative consequences to correct unacceptable behaviour the staff should:

- Select from a variety of sanctions that are appropriate to the offence;
- Use our school staged approach so that actions taken are appropriate to the severity of the misbehaviour and distinguishes between minor and serious incidents (see Range and Stages of Appropriate Negative Consequences – below);
- Adopt a positive approach and positive language so that appropriate behaviour is taught, re-enforced and understood by the student;
- Allow students the opportunity to explain their actions as part of the process of improving their understanding of appropriate and acceptable behaviour. They must be allowed to have their say;

- Make sure that negative consequences are not escalated until the early stage sanctions have been attempted;
- Accept responsibility for the issue of, and following through of sanctions;
- Seek support if required but never relinquish their own responsibility to resolve the incident.
- Avoid issuing statements/threats that they, as the teacher, are not empowered to carry out, removing any incentive for the student to behave well;
- Avoid confrontation;
- Never apply blanket or whole class sanctions that may punish the innocent.

Range and stages of appropriate negative consequences

Class Teacher actions include:

- Non-verbal and verbal reprimand;
- Break/lunchtime discussion/detention as part of school procedures;
- Offering students an opportunity to explain their actions, understand why it is unacceptable and learn appropriate behaviour;
- Referring to individual student plans i.e. 'safe place' and Risk Assessment;
- Considering classroom environment factors i.e. seating plan, individual needs;
- Referring to Senior Link;
- Suggesting appropriate actions that may make amends for the effects of inappropriate behaviour, e.g. an apology to a person, mending of a piece of equipment or an act of kindness.

Mentor actions include:

- Discussion with/detention/counselling of student;
- Individual discussion (as outlined above);
- Written/verbal contact with parent/carer (on advice of Senior Link) through review system, Pastoral Support meetings, BTSS Forums;
- Referral to Senior Link re: behaviour/attendance/personal support;
- Referral to Senior Link re: academic/learning issues;
- Circle Time / Solution Circles;
- Use of 'Falling out Agreement' formal or informal;
- Intervention Support /counselling to student;
- Having analysed incident, offer advice;
- Short-term removal of student from class to allow 'cooling off';
- Parent/carers asked to support school with sanctions applied at home for an agreed period of time;
- Where Cyber Bullying is evident parent/carers informed that the police could be involved;
- Written/verbal contact with parent/carer;
- Additional parental interview and follow up contact regarding progress;
- Review individual behaviour management strategy;
- Personalised timetable;
- Seek or refer for an additional level of support for each individual;
- Behaviour issues via referral to external support agency i.e, CAMHS, Speech and Language Therapist;
- Review Risk Assessment;
- Debrief student;
- In exceptional circumstances where staff or students are felt to be in danger or there is a serious risk to property, police may be called;
- Request for fixed-term exclusion – Headteacher;

- Deputy Headteacher advice, support, guidance on behaviour/SEN/Multi-agency action, include support with parental interviews;
- Call an extraordinary parental meeting;
- Advice on Individual Plans i.e. Risk Assessment;
- Engagement of additional support agencies.

Inappropriate sanctions

The actions listed below are inappropriate and unacceptable and should not be employed as negative consequences:

- Corporal punishment or physical reprimand;
- Moving to severe consequences before early stage sanctions have been explored/issued;
- Standing a student unsupervised outside a classroom, in a corridor or in isolation for long periods unless a student has an agreed safe place;
- Unplanned detention;
- Whole class punishment unless every student in the class has behaved unacceptably;
- Innocent and well behaved students can be de-motivated. Only issue negative consequences to students who have behaved inappropriately;
- Inappropriate use of curriculum as a punishment e.g. extra maths/english;
- Exclusion of a student from a curriculum activity e.g. leisure, educational visit, work experience, class based activity is not appropriate unless on the grounds of health and safety. Refer to individual Risk Assessment;
- Issuing statements/threats that the member of staff is not empowered to carry out.

Recording/Monitoring of behaviour incidents

- Subject teachers, Mentors and Senior Link staff to maintain comprehensive records of student behaviour via Behaviour Watch. It is vital that these records are kept up to date and all staff have a role to play in the recording and monitoring of behaviour incidents.
- Senior Link to lead on the analysis of behaviour issues within the school they are responsible for. This will be overseen by the Deputy Headteacher.
- For more serious behaviour incidents, staff and students may be requested to provide a more detailed statement of events in order to resolve the situation fully, fairly and effectively. In such situations detailed statements should be returned as soon as possible to the Senior Link / Senior member of staff who requested the information.

The following will also need to be completed:

- Review of Risk Assessment;
- Team Teach Book (as appropriate);
- Local Authority Accident/Incident Form (as appropriate).

Physical control and restraint

- In exceptional circumstances it may be necessary to use Positive Handling to prevent a student from causing harm to themselves, others or doing serious damage to property. Where this becomes necessary, staff must always act within safe guidelines as stipulated by Team Teach training.
- All Corley Centre staff are Team Teach qualified.