



St Mary Magdalene Academy

The Courtyard

THE COURTYARD

BEHAVIOUR POLICY

The Courtyard aims to offer an outstanding educational and social provision that will equip our students with the skills and experiences needed to discover and live out their potential.

BEHAVIOUR - POLICY STATEMENT

**ST MARY MAGDALENE ACADEMY
THE COURTYARD**

Approval Committee:	Full Governing Body
Author:	Head Teacher
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Required to publish on website?	Yes
Statutory?	Yes

1. POLICY STATEMENT

- 1.1 The Courtyard recognises that the best way to encourage good behavioural standards is through a supportive and understanding ethos. We recognise that pupils need to behave in order to learn, however we also believe that behaviour is a form of communication and that our pupils need to be supported to communicate effectively without distress. By supporting our pupils to self-regulate their emotions, we are educating them in the knowledge, skills and understanding to access education, employment or training in a positive and worthwhile manner. Our home school contract sets out our framework of expectations but on a more specific level the following apply.
- 1.2 The policy should be read in conjunction with:
 - 1.2.1 the Anti-Bullying Policy;
 - 1.2.2 the Inclusion Policy;
 - 1.2.3 the Equal Opportunities Policy;
 - 1.2.4 the Home School Contract; and
 - 1.2.5 the Attendance and Punctuality Policy.

2. AIM

This Policy applies to The Courtyard Services, young people and adult services that provide support for people for whom The Courtyard has a duty of care.

3. INTRODUCTION

- 3.1 Individuals with ASC can behave in ways that hinder their access to opportunities, restrict their social inclusion and adversely affect their education and quality of life.
- 3.2 Teaching our pupils to manage their anxiety and behaviour in different situations is central to achieving our aim of their genuine inclusion into society. The overall aim of The Courtyard is to prepare pupils for the opportunities and the responsibilities of adult life and help them to be valued members of the community. To achieve this they have the right to knowledge-based support that defines society's rules and expectations, and to be helped to respect other people's rights.

4 OBJECTIVES

The objectives of this policy are to:

- 4.1 provide opportunities for pupils to take responsibility and to be involved in The Courtyard;
- 4.2 establish and promote consistent expectations of both pupils and staff;
- 4.3 maintain a culture in which pupils' achievements are recognised and celebrated; and
- 4.4 ensure that all staff are able to take prompt and effective action when pupils behave inappropriately.

5 DEFINITION

Challenging Behaviour

Some people on the autism spectrum may sometimes behave in very difficult, anti-social and dangerous ways; behaviour that is often called challenging as it challenges our ability to manage it. The behaviours often appear to be without reason and are unpredictable however we understand that negative behaviour is a form of communication so therefore does have reason. Challenging behaviour can be defined as behaviour of such intensity, frequency or duration that:

'The physical safety of the person concerned or other people is at serious risk, or the behaviour results in the person only having limited or no access to ordinary community facilities' (Emerson, Eric [2001]. Challenging Behaviour: Analysis and Intervention in People with Severe Learning Disabilities)

6 PRINCIPLES

- 6.1 The Courtyard understands that challenging behaviour is often of communicative intent. The Courtyard recognises that the ultimate function of all behaviour is to get our needs met. People with autism may have different needs and more limited means of achieving those needs.
- 6.2 We have a duty to protect and keep safe the individual concerned and the other people around him or her, including staff.
- 6.3 The Courtyard is committed to promoting respect, fairness and social inclusion.

- 6.4 The Courtyard is committed to eliminating all forms of discrimination, harassment and/or bullying as well as promoting equality of opportunity and wellbeing.
- 6.5 Within The Courtyard we aim to teach and promote acceptable behaviour. This involves not only preventing behaviours through avoiding problem settings and triggers and supporting the development of self-management and self-regulation, but also the teaching of functionally equivalent skills (in terms of learning, acquiring and mastering new skills) and encouraging more appropriate and alternative responses to the inappropriate and/or challenging behaviour (for example through reward charts).
- 6.6 The Courtyard accepts that the person has a right to make choices and express him or herself using satisfactory means.
- 6.7 The Courtyard will use flexible, planned, agreed, monitored and risk-assessed approaches to support challenging behaviour.
- 6.8 All pupils at The Courtyard will have individual Educational Plans that are appropriate to their needs, abilities, skills and knowledge. Some pupils will participate in the creation of learning agreements to support their self-management and self-regulation development.
- 6.9 The individual needs of pupils, including educational needs, mental health needs, physical needs, emotional needs, medical needs and social needs, will inform all individual behavioural management programmes.

7 FACTORS AFFECTING BEHAVIOUR

The factors that affect behaviour are complex and can include any of the following:

7.1 Anxiety/Stress/Arousal

The behaviour exhibited by people with autism is largely governed by the level of anxiety and arousal they experience. If an individual is feeling frustrated and confused, he/she is more likely to behave in an inappropriate manner

7.2 Communication

We will seek to reduce the likelihood of inappropriate behaviour by ensuring that each pupil has adequate opportunities and appropriate means to communicate his/her needs and feelings and that our expectations of each individual are realistic.

7.3 Environments

We will seek, sensitively and imaginatively, to manage the environments for pupils at The Courtyard to reduce sources of stress and thereby reduce the need for maladaptive responses and behavioural difficulties.

7.4 Sensory Differences

We will establish any sensory differences that may limit an individual's opportunities and arrange to reduce or remove the source of difficulty wherever possible.

8 THE COURTYARD PROMOTES A NON-AVERSIVE APPROACH TO BEHAVIOUR MANAGEMENT

8.1 People learn effectively if they are motivated and positively reinforced. We therefore aim to establish environments where praise, encouragement and empowerment are the norm. We will assist pupils to learn by using their interests and preferences as motivators wherever practicable. In addition to tangible rewards which will be very individual, positive reinforcements such as verbal praise and encouragement, will be used to reinforce appropriate behaviour. Depending on the preferences of the individual, we may also use more public rewards such as celebrations of success aiming to reach reinforcement by the inherent enjoyment of the activity.

8.2 Pupils at The Courtyard will, where appropriate, have an **Individual Behaviour Support Plan (IBSP)** or a **Collaborative Learning Agreement** to assist in the management of his or her behaviour. We use the term 'support' as we recognise most behaviour results from unmet needs and therefore we focus on the support to meet needs, not the behaviour causing concern. The intention is for people increasingly to be responsible for managing their own behaviour.

8.3 There may be occasions when it is necessary to use a **Restrictive Physical Intervention (RPI)** with an individual:

8.3.1 Where it has been agreed that RPI is a necessary reactive strategy, this will be included on the IBSP.

8.3.2 Planned RPI to support challenging behaviour will only be used as a last resort after other strategies have been considered or tried. The use of all RPI will be regularly reviewed, and monitored for consistency and effectiveness.

8.3.3 All Staff must be fully trained in the use of any RPI before using it.

8.3.4 In the exercise of their duty of care staff may, on occasion, need to use unplanned emergency restrictive physical interventions in response to unforeseen events.

8.4 **Training**

Staff will receive training on supporting the behaviour of people with ASC. Staff are expected to implement the approaches and strategies they have been taught in training when supporting a student who is displaying challenging behaviour.

9 **RECORDED REPORTING AND MONITORING**

All behaviour will be recorded on SIMS and used to provide the most appropriate and effective behavioural interventions.

10 **GOVERNORS' RESPONSIBILITIES**

Governors' responsibilities under this policy are to:

- 10.1 monitor the working environment when visiting The Courtyard site;
- 10.2 monitor pupils placed in isolation or on alternative curriculum packages;
- 10.3 ensure that the budget allows for adequate resources to implement rewards and incentives across The Courtyard; and
- 10.4 play a part in celebrating pupil success (e.g. by attending the annual celebration of achievement).

11 **HEADTEACHER'S RESPONSIBILITIES (Designate Safeguarding Lead)**

The Headteacher takes overall responsibility for the implementation and monitoring of this Policy by:

- 11.1 providing a good role model in dealing with staff, pupils and the community;
- 11.2 establishing clear expectations through assemblies, communications with staff, pupils and the community, and by taking responsibility for serious behaviour issues;

- 11.3 ensuring that The Courtyard has clear systems for recording and reporting issues and that staffing is in place for an effective response;
- 11.4 ensuring that there are adequate resources to implement rewards and incentives across The Courtyard; and
- 11.5 liaising with outside agencies as appropriate.

12 **DEPUTY: BEHAVIOUR & SAFETY RESPONSIBILITIES**

The Deputy: Behaviour & Safety's responsibilities under this policy are to:

- 12.1 communicate effectively with the Headteacher and make him/her fully aware of serious issues;
- 12.2 support colleagues by accepting responsibility for pupil behaviour and by being visible across The Courtyard as a whole;
- 12.3 develop common systems for rewarding and highlighting student success and outline them in Staff Handbooks;
- 12.4 ensure that internal reports are completed swiftly and that action is taken;
- 12.5 provide opportunities for pupils to become involved in activities and encourage them to participate in them, and to take responsibility for their environment;
- 12.6 regularly inform parents/carers of pupil success and involve them in issues as necessary;
- 12.7 co-ordinate common systems for rewarding pupils to promote a healthy and safe ethos;
- 12.8 taking a lead in recognising pupil achievement, co-ordinating an annual celebration of achievement, contacting families as appropriate;
- 12.9 monitor for issues of equal opportunity through creating ICT systems to record rewards, issues and actions taken.

13 TEACHERS' RESPONSIBILITIES

Teachers' responsibilities under this policy are to:

- 13.1 accept responsibility for pupil behaviour in lessons;
- 13.2 involve pupils, where appropriate, in the running of the lesson;
- 13.3 treat pupils with respect, praising, thanking and rewarding them, for their achievements;
- 13.4 use team procedures to communicate achievements to parents;
- 13.5 relate issues of inappropriate behaviour to their impact upon their achievement;
- 13.6 apply sanctions as appropriate;
- 13.7 complete internal reports, record issues and action taken and pass on to the relevant Keyworker; and
- 13.8 model appropriate behaviour and challenge pupils who are not meeting expectations.

14 KEYWORKERS' RESPONSIBILITIES

Associate staff members' responsibilities under this policy are to:

- 14.1 encourage pupils to behave well in lessons, individual study and around The Courtyard site;
- 14.2 treat pupils with respect; praising, thanking and rewarding them for their achievements;
- 14.3 relate issues of inappropriate behaviour to their impact on their achievement;
- 14.4 communicate pupil achievement and concerns to parents by agreement with the Deputy (Behaviour and Safety);
- 14.5 complete internal reports, record issues and action taken and pass on to the Deputy (Behaviour and Safety); and
- 14.6 model appropriate behaviour and challenge pupils who are not meeting expectations.

15 PUPILS' RESPONSIBILITIES

Pupils' responsibilities under this policy are to:

- 15.1 respect the rights of all other site users to feel safe and to work and learn; and
- 15.2 be proud of their successes as well as of those of others, and celebrate them.

16 PARENTS' RESPONSIBILITIES

Parents are responsible for supporting their children by:

- 16.1 recognising achievement;
- 16.2 attending meetings organised by The Courtyard; and
- 16.3 supporting The Courtyard in resolving issues.

17 UNACCEPTABLE BEHAVIOUR

17.1 The following behaviours/items are not permitted or tolerated:

17.1.1 any aggressive or threatening behaviour, verbal or physical, against any member of the school community (see the Courtyard Anti-Bullying Policy for further details);

17.1.2 smoking on the Courtyard site;

17.1.3 the taking or bringing of illegal drugs onto the Courtyard premises;

17.1.4 the bringing in of any potentially offensive weapon;

17.1.5 sexually explicit behaviour towards peers or staff members; and

17.1.6 theft of and damage to school property (vandalism).

17.2 Minor Incidents

17.2.1 Minor incidents of disruption or unacceptable behaviour dealt with using the demerit system, support discussions with keyworkers, short detentions, phone calls home or liaison with the Deputy: Behaviour & Safety.

17.3 Persistent and Medium Range Incidents

17.3.1 These incidents must be recorded in the Courtyard SIMS system.

17.3.2 Unacceptable behaviour in this category includes:

- 17.3.2.1 persistent minor incidents as above;
- 17.3.2.2 rudeness to staff;
- 17.3.2.3 malicious accusations against Courtyard staff;
- 17.3.2.4 verbally aggressive behaviour to another pupil; and
- 17.3.2.5 being continually off-task.

17.3.3 Support interventions include but are not exclusive to:

- 17.3.3.1 meeting with pupil;
- 17.3.3.2 contact with parents/carers by phone, letter, report;
- 17.3.3.3 lunchtime session with Deputy: Behaviour & Safety;

17.3.3.4 Regular referrals to the Deputy: Behaviour & Safety will lead to the creation of a Learning Agreement to support the pupil in acquiring self-management and self-regulation skills.

17.4 Serious Incidents

17.4.1 Serious incidents include:

- 17.4.1.1 truancy from the Courtyard and lessons;
- 17.4.1.2 persistent refusal to follow instructions;
- 17.4.1.3 extreme rudeness to staff;
- 17.4.1.4 more serious malicious accusations against school staff;
- 17.4.1.5 aggressive behaviour;
- 17.4.1.6 smoking;
- 17.4.1.7 theft; and
- 17.4.1.8 bullying, including bullying using digital media and the internet (refer to the Anti-Bullying Policy).

17.4.2 Support Interventions include:

- 17.4.2.1 removal from class/activity;
- 17.4.2.2 loss of privileges;
- 17.4.2.3 meeting with parents/carers;

- 17.4.2.4 learning agreement;
- 17.4.2.5 Deputy: Behaviour & Safety detention; internal exclusion; and
- 17.4.2.6 fixed term exclusion;

17.5 Very Serious Incidents

17.5.1 Very serious incidents are dealt with by the Deputy: Behaviour & Safety in agreement with the Headteacher. They include:

- 17.5.1.1 repetition of the above;
- 17.5.1.2 serious incidents of bullying, including bullying using digital media and the internet (refer to the Anti-Bullying Policy);
- 17.5.1.3 sexual contact;
- 17.5.1.4 persistent harassment (for example, harassment relating to a person's disability, race, religion or belief, sex, or sexual orientation);
- 17.5.1.5 persistent verbal or physical aggression towards another pupil;
- 17.5.1.6 fighting;
- 17.5.1.7 bringing dangerous items to school (such as laser pens, pellet guns or fireworks (this list is not exhaustive));
- 17.5.1.8 involvement with drugs or alcohol (see Drugs and Alcohol Abuse policy);
- 17.5.1.9 very serious malicious accusations against Courtyard staff; and
- 17.5.1.10 persistent verbal or physical aggression towards a member of staff, which will be treated with the utmost severity.

17.5.2 Support Interventions include:

- 17.5.2.1 parent meeting;
- 17.5.2.2 internal exclusion;
- 17.5.2.3 Positive Behaviour Plan (PBP);

17.5.2.4 fixed term exclusion; and

17.5.2.6 permanent exclusion.

18. DETERMINING SANCTIONS

18.1 The Courtyard will permanently exclude a pupil for the following:

18.1.1 Having an offensive weapon in school;

18.1.2 possession of illegal drugs in school;

18.1.3 supply or intent to supply illegal drugs in or out of school;

18.1.4 assaulting a member of staff;

in all but exceptional circumstances.

18.2 Other serious incidents may result in permanent exclusion of a fixed-term exclusion of up to 45 days.

18.3 The Courtyard will determine which sanction is reasonable and proportionate in all the circumstances, taking into account the pupil's age, special educational needs and/or disability they may have and any religious requirements affecting them.

19 COMPLAINTS

Individuals using the Courtyard services, their parents, friends or family, have the right to offer comments and refer to the Complaints Procedure in the case of any disagreement in the management of behaviour. Please refer to the Courtyard Complaints Policy.

20 WHISTLEBLOWING

Employees of the Courtyard have a duty to voice any concern over care practice. Please refer to the Policy on Whistleblowing.

Contact details:

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