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# Hassocks

## Student Wellbeing Policy

**Responsibility:** Governing Body

**Written by:** Sarah Sherwood

**Date of Policy:** 24<sup>th</sup> July 2020

**Next Review due:** 24<sup>th</sup> July 2021

***When students are overwhelmed by big emotions, it's our job to share our calm, not join their chaos.***

## **Introduction and Context**

At LVS Hassocks we believe that all behaviour is a form of communication and positive behaviour is at the heart of our philosophy. 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 of fairness which is based on the principle of "fair not equal", *fair does not mean that every student gets the same treatment or consequence, but that every student 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 will have due regard to Statutory Policies including:

- SEN Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Equality Policy
- Use of reasonable force guidance DFE
- E- safety policy
- Teaching, Learning and Assessment policy

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

- a) Behaviour arising from acute anxiety, sensory needs or communication difficulties which prevents students making the right decisions.
- b) Behaviours which intentionally break the school's code of conduct and intentional anti-social behaviour.

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.

This policy relates to all aspects of student behaviour, across the education setting as well as when out of school on education or residential activities

## Positive Behaviours for learning – expected behaviours

The terms 'expected' and 'unexpected' behaviours originate from Social Thinking® which is a system for teaching people with social/emotional learning challenges to think more deeply about the social or behavioural situation they are in.

Human behaviour is context bound and so behaviour that is expected in one situation may be unexpected in a different situation. For example, bursting into a room where a meeting is taking place may seem unexpected behaviour but if there was an emergency it would be considered to be expected behaviour. Therefore, what makes a behaviour 'expected' is that it makes others feel pleased in response to the behaviour and what makes behaviour unexpected is that it leads to others becoming upset or to feel stressed by it.

Our school has described expected behaviours in our Code of Conduct. Broad descriptions of what these expected behaviours look like are as follows:

- We show respect and tolerance for differences in each other's beliefs, views and diagnoses
- We follow the rules to make a happy, safe and secure place to learn and work
- We accept that we have choices and understand that all choices have consequences
- We communicate politely and we listen to each other carefully

Copies of the Code of Conduct are visible in all classrooms and in student Planners.

### **Expected behaviours are also encouraged through:**

- Visibility and reinforcement of the school's expected behaviours
- Staff modelling expected behaviours
- Autism 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
- Attitude to learning grading
- The use of consequences for unexpected behaviour

## **Unexpected behaviours are discouraged through:**

- Debriefing session with students using restorative principles
- Parental involvement
- Consequences: non-participation, time out from an activity/ lesson
- Internal exclusion or fixed term exclusion

## **Procedures for the implementation of this policy:**

### **1. Roles and responsibilities**

#### **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 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 progress and provision meetings (P&P) and Annual review reports.
- Aspects of behaviour data such as Physical Interventions (PI) and exclusions are reported to the Governing Body.
- SLT hold a strategic whole school role for behaviour and safeguarding, and works in close cooperation with members of the SMT.
- The School Council play an important role and are consulted in aspects of the Behaviour Policy and protocols.
- The policy will be monitored and reviewed annually.

#### **2. Staffing**

- All students 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.
- SLT are responsible for the analysis of behaviour related data.
- SLT and SMT work with tutors to set targets and devise strategies which lead to improvements in student behaviour.
- The Therapy team can provide direct advice to students about how to moderate their behaviours and help students to find ways to communicate concerns and anxieties. Advice is also given on environmental management and sensory issues. The Therapists also give direct advice to staff. **Students needs are set out in their EHCP**

### 3. Staff Development and Advice

- Staff receive Team Teach Training, which emphasises de-escalation and diversion and physical intervention as a last resort
- The school holds weekly Progress and Provision meetings where 'red flag' students are discussed
- Whole school INSET days are allocated to developing best practice with students who have an ASD diagnosis
- Ongoing weekly CPD
- Weekly staff briefing to share and disseminate information

### 4. School protocols

#### a) 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 the 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 Baseline Review meeting.

#### b) Tutor time

There are two tutorial sessions every day for all students. These provide structured transitions at specific times during the day. These involve tutors and LSAs before school and after lunch, to support the transition between unstructured time and lessons, and include:

- An Opportunity to celebrate success
- 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
- Accelerated reading / wellbeing / mindfulness.

Issues related to unexpected behaviour are recorded daily via iSAMS. 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.

### **C) Routines**

- Tutorials: tutorial staff discuss behaviours and issues causing concern on a daily and weekly basis during curriculum and tutor based meetings.
- There is a weekly school assembly for all staff and students, there are nominations from staff for reward certificates for good behaviours, effort and community actions.
- All students are mentored termly by their tutor on a weekly rotation basis and discussions are held around educational progress, attendance and behaviours, as well as student wellbeing.
- Each student has a risk assessment and this is updated termly by the tutor.

### **d) Teaching and Learning**

The school's policy regarding teaching and learning ensures a safe and structured learning environment in order to reduce unexpected behaviours resulting from anxiety. For more information, see the Teaching, Learning and Assessment policy.

### **e) Therapeutic Support**

#### **Speech and Language Therapy (SaLT)**

The school offers Social Communication support throughout the curriculum and aims 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.

### **f) Analysing and Managing Behaviour**

The management of behaviour within the school happens in several ways see Appendix 3 for more information.

### **g) Rewards**

There are a variety of rewards that students can earn during the school day. These might include:

- Weekly Commendation at assembly: Public commendation at assembly for a particular action/success.
- A mention in the weekly shout out
- Postcards home
- Additional time on a favoured activity either in school or in the community

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.

**Rewards** 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.

**h) Consequences** can be applied 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 i.e. their behaviour is unsafe; students may be required to help repair items following damage to property or a relationship. Students can be expected to catch up on missed work during the day.

### **How we grade behaviour**

Entries are recorded daily and fall under four categories:

- (low): Immediate response from the adult who observes or is directly dealing with the student
- (medium): dealt with by class tutor, they can discuss with therapy to agree positive approach to promote expected behaviour
- (high): Discussion with senior staff and a member of therapy team to agree positive approaches to promote expected behaviour. Parents informed and involved as necessary.
- (very high): Discussion with SLT and parents.

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

It is important that a record is kept regarding a child so all staff must make an entry on to iSAMS regarding:

- Phone calls made home and to any other agency e.g. LA or social care
- Email home – attach the email
- All PI interventions, including the information given to parents/carers
- Injuries received as a result of behaviour must be recorded in the accident book

### **i) Tracking data**

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 school management information system.

The SLT analyses this data on a regular 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 tutors and LSAs, as well as talking to parents about whether they are seeing similar behaviours at home.

#### **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 and de-escalation strategies being used and exhausted before positive handling strategies are utilised.

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 in the bound red Team Teach book and the staff member should be debriefed. Students have the right to record their perspective of any use of a Physical Intervention technique as well. The incident is recorded in the red Team Teach book and all documents relating to it are collated in numerical order in the PI file.

The majority of school staff are trained in Team Teach techniques.  
Any student who is involved in a PI will also be seen by the school’s nurse or a First Aider

### **5. Premises and Facilities**

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

Students are taught safe and responsible practices relating to these devices. For more information, please see LVS Hassocks E-safety Policy.

### **6. 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**

- 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. The Governing Body and Trustees will also be informed
- A copy of this policy can be found on the school's website

### **c) Exclusions**

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 requesting a change of placement. This would take place at an annual review and the Local Authority would be alerted immediately. A change of placement is not the same as a permanent exclusion.

### **d) Complaints** (a copy of the Complaints policy can be found on the school website)

The school has a Complaints policy which is on the school website. All students have a school email address and can write directly to the Head of School outlining their concern.

See Appendices below

## Appendix 1

### Attitude to learning Grading

Grades are given at the end of each lesson.

They allow you and your teachers to monitor work towards individual daily targets, you will be able to see how well you are doing and where you can improve.

Daily or weekly targets can be set in agreement with you and your tutor.

Your teachers will talk to you about why you have received certain grades. Merits and bonuses can be awarded for exceptional effort in class.

You will always receive a warning prior to a grade being dropped.

Lesson Grade	Reasons why you may be given this grade
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<b>3</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> You had an outstanding attitude to learning throughout the lesson</li> <li><input type="checkbox"/> You put great focus into your work</li> <li><input type="checkbox"/> You followed all instructions immediately</li> <li><input type="checkbox"/> You communicated using appropriate language</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> You had a good overall attitude to learning</li> <li><input type="checkbox"/> Your overall behaviour was good</li> <li><input type="checkbox"/> You did not need reminding more than twice about appropriate behaviour</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Your attitude to learning was just acceptable</li> <li><input type="checkbox"/> Your overall behaviour was just acceptable but you needed reminding more than twice</li> <li><input type="checkbox"/> You communicated using appropriate language after being reminded by staff</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Your attitude to learning was poor</li> <li><input type="checkbox"/> You continued with poor behaviour after being reminded by staff</li> <li><input type="checkbox"/> You used unacceptable language despite being reminded to stop</li> </ul>

#### Attitude to learning

<b>TIMEKEEPING</b>	<b>Are you on time to lessons?</b>
<b>PREPARATION</b>	<b>Have you got everything you need?</b>
<b>FOCUS</b>	<b>Are you ready to learn?</b>

## Appendix 2.

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.

### BEHAVIOURS, STRATEGIES and CONSEQUENCES

DESCRIPTION OF BEHAVIOUR	DEALT WITH BY	STRATEGIES AND SUPPORT USED	CONSEQUENCES
<p><b>LOW</b></p> <ul style="list-style-type: none"> <li>Talking in class when teacher talking</li> <li>Disruption of learning of others</li> <li>Non-completion of work</li> <li>Using inappropriate language in class</li> <li>Leaving class without permission</li> <li>Anti-social behaviour</li> <li>Eating (and drinking in the IT room)</li> <li>Refusal to comply with request</li> </ul> <p>□ <i>This is not an exhaustive list</i></p>	<p>Class teacher /tutor</p>	<p>Verbal warning, Ask, Tell, Act</p> <p>Class teacher/tutor to take appropriate steps to manage the behaviours – visual reminder of rules, move seats, reminder of consequences, verbal warnings, use TA to support any strategies</p> <p>Speak with student to identify cause of behaviours</p> <p>Speak with tutor to discuss concerns and identify cause</p> <p>Teacher to put in strategies to reduce behaviours</p> <p>Teacher to seek advice of OT and SALT – sensory and communication needs</p>	<p>Loss of individual reward in class</p> <p>Verbal apology required</p> <p>Given a job i.e. cleaning up</p> <p>Retention with tutor at break or lunch</p>

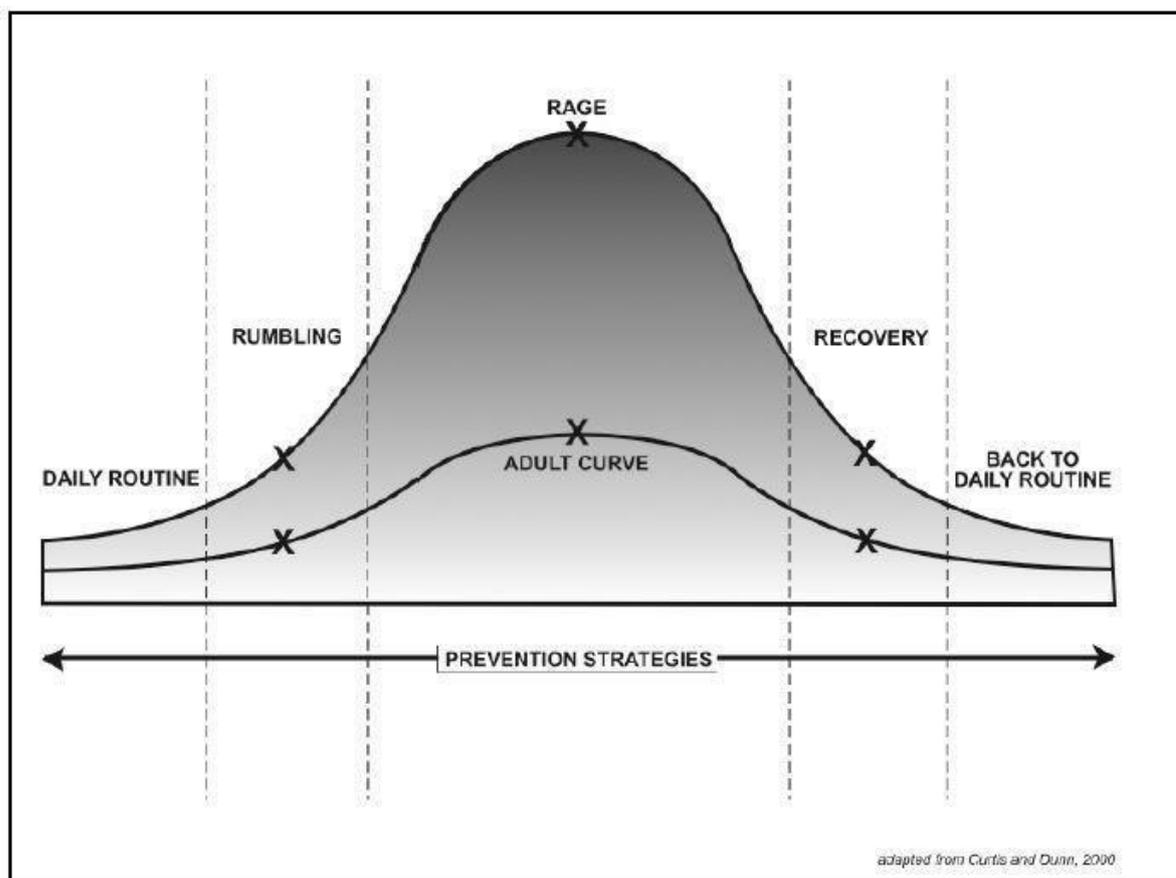
<p><b>MEDIUM</b></p> <p>Continuing the above behaviours over period of time and no change  Refusal to attend a lesson / curriculum activity  Pushing / shoving others  Aggressive verbal communication e.g. shouting  Rudeness  Poor behaviour off site  Unsafe behaviour on or off site</p>	<p>Class Teacher / Tutor</p>	<p>Contact with home to discuss concerns /behaviours / meeting in school with tutor  Observations of behaviours across school – Review Behaviour Plan  Therapeutic intervention set up  Withdrawal of social time Restorative meeting with other student / staff  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 risk assessment by tutor  Apology for rudeness or letter of apology</p>	<p>Lunchtime reflection</p>
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<p><b>HIGH</b></p> <p>Continued previous behaviours          Verbal or physical threats made against staff and students          Bullying despite Intervention-Level 1 and 2          Theft          Using offensive language intended to hurt others          Damage to school property          Spitting          Being out of bounds          Unsafe behaviour resulting in someone being hurt</p>	<p>SMT/SLT -</p>	<p>Discussion with Tutor          Withdrawal of privileges          Parents will be invited to meet Tutor          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          If student behaviour is impacting the wellbeing of other children student will be withdrawn from lessons and or social time or fixed term exclusion will be used          Therapeutic intervention          Police involvement          Environmental change          Therapeutic intervention</p>	<p>If student behaviour is impacting the wellbeing of other children student will be withdrawn from lessons / internal exclusion will be used          Police involvement          Emergency EHCP meeting to gain further support          Payback or pay for any items stolen          Confiscation of items</p>
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<p><b>VERY HIGH</b></p> <p>Deliberate aggression– any use of violence          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          Exploitation of others – sexual or otherwise          Involvement of with extreme radical political or religious groups          Serious damage to school property</p>	<p>SLT</p>	<p>Parents will be invited to meet Head of school to discuss ways forward.          Police involvement</p>	<p>Emergency EHCP meeting, possible request for change of placement          Fixed term exclusion for a period will be considered.          Police involvement          Fixed term exclusion          Permanent exclusion</p>
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## Appendix 3

### Behaviour analysis and management



It can take around 90 minutes for an individual to move from rage to daily routine.

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:

- Unexpected behaviour as a result of students not knowing the expected behaviour they should be using which results in inappropriate anti-social behaviour?
- Behaviour arising from acute anxiety which prevents the student making the right decisions?

Relevant 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 a calm space.

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. When the student is calm, 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 unexpected behaviour?
- Did the behaviour occur 'out of the blue' or were there 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 to help the student manage their behaviours.