



The Park College Behaviour Policy

This policy has been developed in accordance with:

- the *Equality Act 2010*
- Keeping Children Safe in Education 2024
- *Behaviour in Schools: advice for headteachers and school staff 2022*
- Positive Environments Where Children Can Flourish – October 2021:
<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish/positive-environments-where-children-can-flourish>

Aims

- To create an environment where students feel safe, secure and respected
- To help students understand and manage their own behaviour in ways that are acceptable in the wider society in which they live
- To enable students to develop a sense of self-worth and tolerance and respect for others
- To create a consistent and positive approach to behaviour support at the college

At times, students with autism and other learning needs may display behaviours that challenge. Behaviour can impact on the quality of a student's life and can prevent access to learning. Careful behaviour support can prevent problems developing and has a very high priority at The Park College. All adults are responsible for supporting students with behaviour and all staff receive regular training in behaviour support. They are supported by the Principal and lead tutors.

We ensure that all members of the college community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which students are safe, feel safe and everyone is treated respectfully.

The College Vision underpins our training programmes and our ways of working. We ensure that all students at college are:

- Happy, safe and healthy
- Developing their communication and independence while learning and achieving
- Are ready for the future

Behaviour as Communication

Behaviour is always seen as a form of communication and it is from this starting point that we support our students. Staff have frequent training on communication best practice, we have Communication guidelines in use by all staff at the college. We ensure that all students have a functioning and valid form of communication available to them at all times if required

Functions of behaviour

Staff analyse why behaviours might be occurring. We understand the behaviour of a student will almost always be about meeting their needs. When monitoring behaviour, we record:

- Triggers
- Situation / Antecedents
- Frequency
- Time / place
- Duration
- Severity
- What happened afterwards

Behaviours are recorded on CPOMs using the following forms:

ABC forms for known behaviours,

Behaviour forms for new or higher-level behaviours

Behaviours with Physical Intervention forms if physical intervention is ever required to maintain safety.

All behaviour incidents logged on CPOMs are reviewed by the Principal on the day they are recorded, and support is given to all staff to ensure behaviour support strategies and plans are up to date and effective.

The Principal and lead tutors provide support and recommendations on strategies to put in place in response to any incidents.

Supporting behaviour

We use Behaviour Support Plans to help students take control of their own behaviour.

When developing a BSP we include:

- Communication strategies
- The student's strengths
- Favourite activities and interests
- Targeted Behaviour
- Possible Antecedents (settings / triggers)
- Preventative measures
- Response to behaviour
- Method of monitoring
- Review Date

BSPs are updated termly or more frequently if the needs of the student change. Plans are shared with all working with that student and with parents as necessary. A member of the Senior Management Team will support teachers when writing initial BSPs and with their subsequent review.

Those with a higher need of support may have an Individual Risk Assessment and / or a Personal Support Plan (PSP) written that is reviewed on a monthly basis. The Assistant Headteacher for each key stage leads on the writing, reviewing and implementing of PSPs.

Sanctions are not used at College.

We recognise that times of transition and beginning and ends of term can be particularly difficult for many of our students. We help reduce student anxiety by ensuring that transitions are carefully managed, direct teaching about expectations occurs through the curriculum and through the use of structured strategies for support.

Student Support: Teaching and valuing positive behaviour

We use a range of positive strategies in behaviour support planning including:

- developing communication skills
- teaching negotiation skills
- changing and adapting the environment
- increasing structure
- distraction and replacement of a more appropriate behaviour
- planned ignoring
- time out
- token economies / reward charts
- social stories
- contracts
- direct teaching through the curriculum
- We reinforce desired behaviour in ways that motivate individual students.

In addition to the above strategies we treat students in the following ways in order to help them to achieve their best:

- treat students with patience and respect
- always remember that the students have a disability and think differently
- joke with them only when we can be sure that they will understand
- shouting and sarcasm by staff are never permitted
- use consistent strategies and language
- differentiate the level of language used with individual students
- frequently use praise
- avoid negative words and reinforce positives
- allow supervised time out if students are stressed

Many students will have some form of reward chart that will reinforce understanding of desired or target behaviours. These reward charts are tailored to individual students and will consider a student's special interest or preferred activities. Food is never used as a reward or motivator.

Restrictive Physical Intervention

Restrictive physical intervention is the positive application of sufficient force to ensure, by physical means alone, that a student does not cause injury either to themselves, a member of staff, another child or significant property damage. Physical Intervention should only be used as a last resort once all other options have been exhausted.

Staff complete de-escalation and physical intervention training (Team Teach) so they can support students safely and effectively if necessary.

Bullying, including cyber bullying, prejudice-based and discriminatory bullying

We do not tolerate bullying, but we acknowledge that many of our students may not fully understand how their behaviour impacts on others or be experienced as bullying. Bullying is never ignored and all incidents are recorded on CPOMS.

Online safety lessons are an integral part of the curriculum and students are explicitly taught how to remain safe online and behaviours that are unacceptable both online and through mobiles including WhatsApp and other messaging programs.

Please see the Anti-Bullying Policy for further information

Discriminatory language and incidents

Although rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender or religion are not acceptable within our college's community.

All concerns are recorded on CPOMS and these will be dealt with in line with the college's antibullying policy. *Please see the Anti-Bullying Policy for further information*

Child-on-child abuse

All staff receive a high level of safeguarding training and are trained in spotting the signs of child-on child abuse. Staff report all concerns on CPOMS including those that involve reference to online and social media use.

Exclusions

We take responsibility for the behaviour of the students while at college and don't use exclusion as a tool for expecting parents to modify college-based behaviour. We never permanently exclude students. We work closely with parents and carers and other professionals if we are not able to meet a student's needs and a change of setting might be required.

Working with families

We work closely with parents and carers in developing positive behaviour. Students will often behave very differently in different environments and parents are never be made to feel that the behaviour of their child during college time is their responsibility. The Principal will speak directly with parents and carers if an incident has occurred at college and will share strategies to be implemented to support students.

Malicious Allegations

Students will always be listened to and their safeguarding will always lead staff response. If a student makes an allegation, this will be reported to the Principal immediately and our safeguarding procedures followed. If the allegation is false and malicious, the college will work with the family to identify the function of the behaviour and to implement support for the student. This may include making an external referral to a supporting organisation.

Managing Student Transitions

We are aware that times of transition can be particularly difficult for many of our students. To ensure a positive transition to College we work closely with previous colleges and settings and have a transition program for all students joining the college. A structured year 6 / 7 programme runs every summer. We meet with parents and the student prior to them starting at college and will meet with professionals, including attending Annual Reviews, prior to a student joining wherever possible.

Roles and Responsibilities

Staff Training

All staff complete a structured induction programme upon joining the college. The induction focuses on support for students including supporting their behaviours. Safeguarding, health and safety and behaviour training is part of the induction.

All staff have regular training across the year.

Training includes how to write and implement BSPs, developing communication skills, Functional Behaviour Analysis and supporting behaviour in the work place and at college. All permanent staff complete two days Team Teach Training and all staff complete an annual refresher.

Leadership and management

The Principal is responsible for ensuring the behaviour policy is implemented. The Principal reviews all incidents on a daily basis.

Half termly and termly reports on incidents are produced, analysed and shared with governors / directors

CPOMS is used to record all incidents and all actions taken in response.

The Local Governing Body and Trustees receive monitoring reports each term and approve relevant policies annually.

Policy Review This policy will be reviewed annually by the Principal, shared with all staff and approved by Directors.

Policy Links

This policy should be read in conjunction with:

- Keeping Children Safe in Education (Sept 2024)
- Anti-bullying policy
- Staff Handbook
- Communication Guidelines
- Complaints policy