



St Mary
Magdalene
Academy

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 clear code of conduct reinforced by a balanced combination of rewards and sanctions held within a positive, caring atmosphere. We believe that students need to behave in order to learn. 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; and
 - 1.2.4 the Home School Contract.

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 autism 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 students to behave appropriately in different situations is central to achieving our aim of their acceptance and inclusion. The overall aim of The Courtyard is to prepare students for the opportunities and the responsibilities of adult life and help them to be accepted and included in the community as far as possible. 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 students to take responsibility and to be involved in The Courtyard;
- 4.2 establish and promote consistent expectations of both students and staff;
- 4.3 maintain a culture in which students' achievements are recognised and celebrated; and
- 4.4 ensure that all staff are able to take prompt and effective action when students behave inappropriately.

5 DEFINITION

Challenging Behaviour

- 5.1 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. Challenging behaviour can be defined as behaviour of such intensity, frequency or duration that:
- 5.2 '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 has often, but not exclusively, a 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, 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 students at The Courtyard will have individual Educational Plans that are appropriate to their needs, abilities, skills and knowledge.
- 6.9 The individual needs of students, 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 student 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 students 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 students 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 Students at The Courtyard will, where appropriate, have an **Individual Behaviour Support Plan (IBSP), Collaborative Agreement** or a **Daily Reflection Log** 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 autism. 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 designate a Governor to monitor students 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 student success (e.g. by attending the annual celebration of achievement).

11 HEADTEACHER'S RESPONSIBILITIES

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, students and the community;
- 11.2 establishing clear expectations through assemblies, communications with staff, students & 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; and
- 11.4 ensuring that there are adequate resources to implement rewards and incentives across The Courtyard;
- 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 student 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 and that action is taken;
- 12.5 provide opportunities for students 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 student success and involve them in issues as necessary;
- 12.7 co-ordinate common systems for rewarding students to promote a healthy and safe ethos;
- 12.8 taking a lead in recognising student 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 student behaviour in lessons;
- 13.2 involve students, where appropriate, in the running of the lesson;
- 13.3 treat students 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 students who are not meeting expectations.

14 KEYWORKERS' RESPONSIBILITIES

Associate staff members' responsibilities under this policy are to:

- 14.1 encourage students to behave well in lessons, individual study and around The Courtyard site;
- 14.2 treat students 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 student 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 students who are not meeting expectations.

15 STUDENTS' RESPONSIBILITIES

Students' 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 **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.

18 **WHISTLEBLOWING**

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