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# The Auriga Academy Trust

## Behaviour & Safety Policy

### Key Document Links:

Individual Schools Behaviour & Safety Policies

### Key Contacts:

The AURIGA Academy Trust Document Control System	
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The Auriga Academy Trust promotes good behaviour, self discipline and respect amongst all pupils.

All schools in the Auriga Trust are proud to promote the United Nations Convention on the Rights of the Child which the UK Government has signed and ensure that the whole school community learns about their rights and show respect for each other. In all our work we strive to model and teach tolerance and respect for the similarities and differences in our community and the wider world.

The Convention underpins the ethos and curriculum of our schools; it has a significant, positive impact on student well-being and school improvement. It also has a positive effect on relationships, teaching approaches, attitudes and behaviour of the entire school community.

Article 19

Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Article 28

You have the right to an education. Discipline in schools should respect children's human dignity.

## **CHARTER & BEHAVIOUR PRINCIPLES**

The Auriga Trust's Behaviour & Safety Policy is underpinned by the following principles which are clearly displayed throughout the schools within the Trust, and actively promoted.

It has been developed to create the most productive learning environment in order that all pupils have full access to the curriculum and experience positive social development in all aspects of the school day.

### **Behaviour Principles:**

1. Everyone in our schools has a right to be listened to and taken seriously  
(Article 12)

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- 2. Everyone has the right to an education which develops their personality, respect for others' rights and the environment Everyone has the right to be safe and unafraid (Article 19)
- 3. Everyone has the right to be treated kindly and to not being touched in ways that make them feel uncomfortable, unsafe or sad (Article 34)
- 4. Everyone has the right to relax and play
- 5. Everyone has the right to be kept safe from things that could harm their development (Article 36)

## **BEHAVIOUR & SAFETY SUPPORT**

### **Introduction:**

A consistent approach to behaviour support is an essential prerequisite to a well ordered school. In The Auriga Trust all staff make a commitment to the implementation and effectiveness of acceptable codes of conduct. This creates a stable environment in which each pupil knows what is expected of them and in which they can feel secure.

The Auriga Trust, therefore, requires all staff to follow accepted procedures and to recognise that only by their personal example will they gain the respect necessary effectively to maintain good discipline. Behaviour support depends on the fostering of good personal and professional relationships between staff and pupils; it is only through such relationships that conditions can prevail to enable productive personal development, educational practice to flourish and success and self-image to improve.

Positive behaviour support is an integral part of the school curriculum which teaches appropriate and relevant social skills to all pupils in an attempt to present a positive learning environment and experience for all pupils.

There has been a growing awareness that sanctions or punishments may suppress behaviour but the behaviour will often reappear or be replaced by a

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more challenging behaviour. For young people to accept responsibility for their own actions, wherever possible they need to be involved in learning to adapt their own behaviour.

We acknowledge that challenging behaviour serves a communication function for the pupil and therefore our pupils need to be supported to develop alternative more appropriate ways of communicating. We nurture positive behaviour and support the learners to adapt their behaviours of concern. We explore a range of communication aids and approaches to meet individual needs.

A positive learning environment for the pupils and staff contributes to more positive behaviour.

Behaviour support takes account of relevant cultural issues.

Schools within the Auriga Trust cater for children with very different needs. Each pupil is unique and a "one rule fits all" policy is not considered to be the most effective method of behaviour support. For example - staff should be aware that a pupil on the Autism Spectrum may present behaviour that is challenging but the reasons for the behaviour may be different to other pupils and the strategies used to manage and resolve them will need to take into account their Autism, (Pittman, 2007).

## **POSITIVE BEHAVIOUR SUPPORT**

### **The aims of the policy are to:**

1. promote and recognise the excellent behaviour demonstrated by the majority of our students;
2. ensure that the impact of behaviours of concern on the teaching and learning of other pupils is minimised;
3. outline the procedures to manage, record, review and reflect upon behaviour throughout the school day;
4. uphold our School Charters;
5. take an holistic view of pupil behaviour.

### **Staff are expected to:**

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- Establish and maintain clear and consistent expectations and boundaries;
- Show respect and promote positive behaviour and achievement;
- Discuss with pupils their behaviour;
- Encourage self-regulation, self discipline and independence;
- Celebrate pupils' efforts and achievements;
- Maintain a well organised learning environment and provide appropriately challenging or supportive learning opportunities;
- Listen to the pupils' views without discrimination;
- Model high standards of presentation, respect and behaviour;
- Implement the individual school's anti-bullying, behaviour and discipline procedures;
- Engage with other professionals, e.g. Therapists, Educational Psychology, CAMHS, in identifying appropriate support for pupils
- Engage all professionals and families in the writing of individual Behaviour Support Plans
- Implement the Behaviour Support Plans ;
- Ensure that individual pupils are able to experience success;
- Ensure that individual pupils are able to feel happy and safe in their school environment.

### **Pupils are expected to:**

- Be polite and kind to all;
- Show respect to staff;
- Listen to all adults and follow instructions;
- Attend regularly and on time for the start of the school day and for every lesson;
- Develop and sustain positive attitudes to learning;
- Live a healthy lifestyle with regards to sleep, diet and exercise;
- Follow the school's Uniform Policy;<sup>1</sup>
- Not hit, kick or hurt other pupils or staff although we understand that staff will experience incidents of such behaviour in some schools due to the nature and severity of the pupils' learning difficulties;

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<sup>1</sup> While our schools do have uniforms which pupils are encouraged to wear, we recognise that due to individual needs pupils may have to wear other clothing

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- Stay in class as agreed and engage in learning (stay on task) throughout the day;
- Represent The Trust and the school in a positive way at all times, including on visits and when travelling to and from school;
- Follow this Behaviour and Safety policy at all times.
- Pupils will be provided with the appropriate support to achieve these expectations

### **Parents are expected to:**

- Support their child/children in celebrating positive behaviour and learning success;
- Keep the school informed about any issues that arise at home that might affect their child's ability to work or their behaviour;
- Encourage respect for the child's school, staff and their classmates;
- Support the school's behaviour and anti-bullying policies;
- Liaise and act jointly with school to address any issues.
- Ensure that their child is ready for learning at school, by supporting the school's uniform and homework policies<sup>2</sup> and by ensuring their child has had adequate sleep.
- Read and contribute to their child's Behaviour Support Plan

### **Rewards:**

At all schools within the Auriga Academy Trust pupils are given positive recognition for good behaviour.

Every day is a new day and in that way we try to ensure that pupils' dignity and self-esteem is preserved.

Rewards for appropriate behaviour need to be immediate and relevant to the pupil.

Positive support strategies may vary from school to school, or from phase to phase within the same school and are included in the individual schools' policies.

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<sup>2</sup> Please see above. Equally, at Strathmore School homework is only given for individual pupils where applicable.

## **Managing behaviours of concern by pupils with Autism:**

For all children, but particularly pupils with Autism, behaviour is a form of communication and it is unlikely for the behaviour to be deliberate or personal.

Please remember:

- Visual structure and manipulation of the environment are the prime strategies for managing behaviour.
- Every child is unique (get to know their characteristics, special interests and triggers; read their key information).
- Be calm and avoid making the situation more serious (think about body language, tone of voice and the words you use e.g. approach slowly, stand in a relaxed pose, speak clearly and slowly, lower your pitch and volume).

### Social interaction

Pupils with autism are unlikely to just 'pick up' the behaviour rules of a classroom and hence lack the knowledge of what is acceptable behaviour. They are unlikely to be inhibited by the reaction of others to their behaviour.

- Do not get into a confrontation.
- Offer a compromise.
- Redirect to what they should be doing.

### Social communication

Language used in schools can be confusing for pupils with autism and this can lead to behaviours of concern. Most permanent Trust staff have had autism specific training or experience and are expected to:

- Use a calm voice, minimal language, repeat the same instruction but simplify it or introduce visuals if you are not getting the expected response.
- Tell them what you want them to do (instead of telling them to stop what they are doing) and focus on the positive behaviours.

### Flexibility of thought and behaviour

Pupils with autism like routine and structure to make their day predictable; confusion can cause behaviours of concern. Pupils can also find transition and unstructured times difficult. Pupils could;

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- Use visual timetables and schedules to make the school environment predictable. (Explain changes in advance whenever possible). Where a surprise may occur, ensure you are prepared by having a 'surprise' symbol or card to hand to help them navigate the change
- Use the environment creatively to provide greater clarity.
- Leave class early to avoid the busy transition times, or be given choices of activity for less structured times.

### Sensory issues

Pupils with autism can have sensory issues that can cause discomfort, pain and anxiety. It is important for staff to identify the sensory issues of the pupils they are working with and make changes to the school environment that can reduce the daily stress and anxiety experienced by many pupils. Some pupils will need a safe place to go to if they are beginning to get anxious or overwhelmed.

- Modify the environment and make sure the demands made on the pupil are appropriate.

Please be aware that some pupils will be very sensitive to touch so use physical intervention only when there is no reasonable alternative.

### Teaching acceptable behaviour

Pupils with autism are unlikely to change their behaviour without the support and intervention of the adults who work with them.

## **Sanctions:**

When children behave inappropriately, sanctions will be used to reinforce expectations and acceptable behaviour. Systems of rewards and sanctions are included in individual school's own policies.

Sanctions, where necessary, must take into account all mitigating circumstances and be explained to the pupils. Where possible they should be adapted to suit the incident and hopefully promote a positive outcome without loss of self-esteem for the student. This could also lead to referral for an additional intervention if required which may include outside agency support – for example, ELSA, Primary Mental Health Team, CAMHS, Counselling, Play/Art Therapies, and Educational Psychology Service.



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## **Internal and External Suspensions and Exclusions:**

In certain circumstances, schools within the Trust may internally exclude a pupil for an agreed period of time whilst an investigation is carried out or in response to the outcome or the behaviour.

In exceptional circumstances, the Headteachers of schools within the Trust have the authority to exclude a pupil for either a limited (fixed) period of time or permanently. These measures would be regarded as a last resort and would only be considered when every other sanction has failed or when the Health & Safety of others is at risk, either through verbal or physically threatening behaviour.

These circumstances include but are not limited to:

- Assaulting another student or any member of staff;
- Threatening another student or any member of staff;
- Being in possession of an offensive weapon;
- Committing a criminal offence including criminal damage to property;
- Changes in needs/ mental health/medical needs mean that the school is not able to meet needs safely (environmental problem).

When a pupil is temporarily excluded, an appropriate work schedule should be organised by the teacher, the completion of which should be supported by the parent/carer or other professionals.

All actual or potential suspensions or exclusions will be made with reference to [\*\*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England July 2022\*\*](#)

## **MANAGING CHALLENGING BEHAVIOUR**

Schools within the Auriga Academy Trust use the Positive Behavioural Management programme and philosophy provided by Team Teach. 95% of the interventions centre around preventative measures to support learners as well as de-escalation strategies to reduce behaviours of concern before reaching crisis.

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'Crisis' looks different for each individual pupil. On occasions (5%), a pupil's behaviour is such that physical intervention is required.

Physical Restraint is only used when it is

- Best interests of the child/adults or other children/adults
- Reasonable
- Necessary
- Proportionate.

All permanent staff receive formal Team Teach training from our Auriga Academy trainers. The Team Teach Philosophy and Principles are expected to be upheld in all interventions. Refer to the Team Teach website for more information as well as the Trust Positive Handling Policy.

Some incidents will be new, unforeseen or at an increased level of risk. On these occasions, Team Teach trained members of staff at the scene of the incident will assume responsibility for dynamically assessing the risks and deciding upon a course of action. The staff member will record and review the incident afterwards. This will be reviewed by SLT.

#### Seclusion

The guidance for restrictive physical interventions The Mental Health Act (1983) states that seclusion can only be used in an emergency, this means that seclusion cannot be used if the situation was foreseeable

### **Recording Incidents:**

Persistent behaviours and incidents are recorded electronically. Entries should be made at the earliest convenience. Teachers and Senior Leaders will use the data provided to monitor and discuss individual pupils/classes to ensure appropriate follow up, interventions agreed and outcomes met. Additional guidance is provided during induction and is available in printed form as an appendix to this policy.

### **Homophobic and Racist Log**

Both homophobic and racist incidents are to be recorded electronically. In both cases, the victim and perpetrator must be clearly identified – these incidents must be referred directly to the Headteacher.

### **Reporting, Analysis & Monitoring:**

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Entries on the school's electronic recording system are analysed on a regular basis by the Senior Leadership Team. The analysis is also shared termly with the Local Governing Body of each school via the Headteachers' reports.

Information obtained from recorded data helps to inform teachers and leaders of the types of behaviours evidenced across the school and the difficulties for individual pupils. Discussions then follow regarding behaviour modification and the development of self-regulated behaviours.

We have access to the following supportive interventions:

- Behaviour Analysis and meetings to reflect after incidents
- Pupil Focussed Forum
- Pastoral group interventions
- Positive Handling Plans
- Student Profile – Behaviour Targets
- EHCP Outcome Reviews
- Educational Psychology support
- Communication passports

## **INCIDENTS OUT OF SCHOOL**

Pupils are expected to behave appropriately outside school and many visits are undertaken each week to support and enhance the curriculum and pupils' opportunities for learning in the community. Behaviour issues should be dealt with along the lines of this policy out of school and incidents recorded on the school's electronic recording system.

A Risk Assessment will need to be undertaken before any visits out of school (advice can be given by the person responsible for Health & Safety in each school) and approved by the Headship Team. Refer to the 'Health & Safety on Educational Visits'.

It is not unusual for members of the public to show concern or alarm when witnessing an incident which may contain an element of positive handling of challenging behaviour. In this event a card is provided to give to members of the public and to avoid their intervention in the situation. (Staff should always carry these cards when out of school on a visit or journey.)

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An example of the wording on the card is as follows:

*Clarendon School Secondary Centre  
Egerton Road  
Twickenham  
TW2 7SL Tel: 020 3146 1441*

*The member of staff is supporting pupils who have special educational needs. Occasionally the pupils' demonstrate challenging behaviour due to their SEN and the member of staff is trained in supporting the pupils in the safest way possible.*

*If you would like to discuss this incident please contact the school.*

*Head Teacher: John Kipps*

## **STAFF TRAINING**

New staff will be introduced to the principles of the Trust's Behaviour and Safety Policy as part of their induction/mentoring process. Team Teach training will be planned and given to new staff when appropriate.. Other in-service training needs on behaviour support will be identified through the school improvement plan, surveys and performance support interviews with senior leaders. Staff can also request peer observations, to promote the sharing of knowledge and expertise.

## **STAFF SUPPORT**

The stress for staff dealing with pupils who present challenging behaviour is recognised. In order to protect other children, staff can become at risk themselves. We need to support staff physically and emotionally.

All staff will:-

- Be given the opportunity to undertake INSET on behaviour support;
- Contribute to planning behaviour programmes;
- Support colleagues dealing with stressful situations;
- Be supported in their work with challenging behaviour incidents – with someone to take over when needed;
- Not attach blame regarding pupil's behaviour;
- Give time for de-briefing to colleagues after a major incident;
- Have access to confidential counselling;
- Access to the employee assistance programme.

## Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- o [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- o [Behaviour in schools: advice for headteachers and school staff 2022](#)
- o [Searching, screening and confiscation at school 2018](#)
- o [Searching, screening and confiscation: advice for schools 2022](#)
- o [The Equality Act 2010](#)
- o [Keeping Children Safe in Education](#)
- o [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- o [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- o [Use of reasonable force in schools](#)
- o [Supporting pupils with medical conditions at school](#)

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- o Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- o Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- o <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#behaviour-policy> Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- o [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

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### Key points

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their 4 functions are carried out with a view to safeguarding and promoting the welfare of children.
- The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010.
- They must ensure that arrangements are made to safeguard and promote the welfare of pupils.
- Teachers have a statutory authority to discipline children, whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- (Section 91 of the Education and inspectors Act 2006)

All staff working for the Auriga Academy Trust have a duty of care for our pupils.

### **Other policies within this portfolio:**

Trust Safeguarding & Child Protection Policy

School's Anti-Bullying Policy

Trust Positive Handling Policy

School's Home/School Agreement

School's Procedures for Educational Visits

School's Homework Policy

School's Uniform Policy

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## **APPENDIX A –** **Behaviour procedures at Clarendon School**

### **REWARDS at the PRIMARY CENTRE**

Individual classes and indeed individual staff have their own systems of progressive incentives including:

- Praise and social recognition
- Stickers
- Work on display
- Responsibility within the class/school e.g. a monitor role
- Use of home school book
- Showing of work to the Headship Team or other chosen teacher
- Postcards home to share pupils' achievement with parents/carers.
- Visit to the Kindness Jar at the end of the school day
- Star of the week: celebrated in assembly and displayed in the foyer
- Star of the year: celebrated in the final assembly of the year, and a trophy given



## **REWARDS at the SECONDARY CENTRE**

- Reward points (there is a Floor System – see below)
- Weekly rewards
- Positive Statements ‘Remember to ...’
- Jack Petchey Nominations and Award
- Attendance rewards – trips out and individual monetary rewards
- Restorative Justice Strategy.
- Certificates given weekly in assembly for good work – celebrated in assemblies weekly

Individual classes and indeed individual staff have their own systems of progressive incentives including:

- Praise and social recognition
- Stickers
- Work on display
- Responsibility within the class/school e.g. a monitor role
- Communication with families
- Showing of work to the Headship Team or other chosen teacher
- Postcards home to share pupils’ achievement with parents/carers.

## **SECONDARY CENTRE FLOOR SYSTEM**

Pupils at Clarendon Secondary Centre are divided into three groups by the floor on which their class is based, Purple (ground), Green (first) and Blue (second). Individual pupil’s reward points are added to the floor totals and a half-termly floor reward given for the house achieving the most points (adjusted for pupil numbers).

## **SANCTIONS**

Many of the negative behaviours recorded at Clarendon are a result of individual pupils’ complex needs, including autism. Sanctions are usually ineffective in changing these behaviours. However, there will be occasions when behaviours are sufficiently serious or deliberate, and may require sanctions. These might include:

- Minutes with the classteacher at break time (to be used sparingly)
- Discussion with a senior leader
- Communication with parents
- A behaviour contract (this may also come out of the Restorative Justice process)
- On very rare occasions, usually as a result of deliberate injury to staff or peers, fixed term exclusion may be considered.
- At the secondary centre, further information can be found in “Hierarchical Responses to Behaviour” document

As a Team Teach school, staff are skilled in de-escalating situations and in helping pupils to re-regulate. If pupils need a physical intervention from adults, or to be moved to a safe place, this will be done following our team teach training and strategies, with dignity for the child. All pupils that have required a physical intervention within the previous 12 months period will have a Behaviour Support Plan (BSP), which are shared with parents and reviewed at least termly. These aim to mitigate the risk of the behaviour being repeated.

If pupils exhibit a change of behaviours or are consistently behaving in a way that is causing concern, they may be the subject of a Pupil Focussed Forum, at which all staff working with the child can discuss both their concerns and strategies for helping the child to change the behaviour.

Pupils whose behaviour is cause for concern can be referred for specific interventions within the school, which include:

- ELSA support for individual pupils
- Counselling
- Art Therapy
- Mentoring
- Referral to the school's Educational Psychologist

## **RECORDING BEHAVIOURS – ARBOR**

Arbor is the School's Management Information System and is an online database which is used to record behaviours and monitor/analyse behaviour patterns. It is accessed online via <https://clarendon-richmond.uk.arbor.sc/?/home-ui/index>. All staff should have access to Arbor. Log in details can be made available from the Central Trust Administrator, and the use of Arbor is covered in our induction process for new staff. All negative behaviours are recorded on Arbor by the member of staff observing it.

There is only one step to logging an incident on Arbor.

After logging into Arbor, click on 'Quick Actions' and then select 'Log Behaviour Incident' and complete the form.

Any behaviour resulting in injury must also be recorded on our AMS system. This will usually be completed by the Health and Wellbeing Lead on site, and the report allocated to the senior member of staff on site at the time (usually the Head of Centre).

Any behaviour that raises safeguarding concerns should be reported as soon as possible to the Designated Safeguarding Lead (DSL) or one of their deputies, and recorded on CPOMs.