

Policy/Procedure Name:	School Behaviour & Sanctions Policy
Policy/Procedure Number:	SMT012
Date of Approval:	13 <sup>th</sup> May 2013
Effective Date:	March 2009
Revised Date:	August 2018
Review by Date:	August 2019
Policy/Procedure Author:	Head of School
Policy/Procedure Owner:	Principal
Management Committee Approved By:	SMT
Governor Committee (where appropriate) Approved By:	Not Applicable
For Action By:	All School Staff
For Information to:	All School Parents
Approval requested to upload on the Treloar Website:	Yes <input type="checkbox"/> (tick if requested)
Date of Policy Equality Impact Assessment:	August 2019
Impact Assessment was carried out by:	SMT

**Aims –**

- To promote a positive, multidisciplinary approach to support and encourage appropriate behaviour
- To create a caring environment that celebrates the achievements of all
- To ensure a consistent approach to supporting student behaviour
- To encourage all to understand their rights and responsibilities as a member of the school community
- To support students to develop their independence and strategies to manage their own behaviour
- To establish clarity around boundaries and consequences
- To work in partnership with parents to support our young people to develop the skills to be positive members of the community

**The needs of our students**

Students who exhibit behaviours that cause concern usually do so in an effort to communicate that something needs to change and is often the result of a complex range of interrelated factors including the student, the school and the social environment. Treloar staff are supported practically and emotionally to work with confidence in these situations.

It is helpful to view behaviour as a response to an unmet need such as:

- an inability to communicate a need or preference
- an inability to communicate pain, discomfort or stress
- attention seeking to alleviate loneliness, fear or boredom
- under or over stimulation within their environment
- a difficulty processing sensory information
- lack of sufficient support
- an inability to cope with the instructions or information given
- an inability to complete the tasks set
- a social difficulty in understanding the behaviour, thoughts and feelings of others
- an intellectual difficulty affecting informed, rational decision making

Supporting students with their behaviour involves understanding the context in which it occurs and takes into account:

- the antecedents – which factors were involved immediately prior to the event
- what behaviours were presented
- the consequences – what happened immediately after the event
- what was the student communicating and what needs to change

The early identification of an unmet need followed by positive intervention is important in deescalating a situation and also teaches the student a more appropriate way to respond. We support all staff in understanding and consistently applying agreed strategies.

## **The Treloar Charter and Home/School Agreement (see attached, appendix 1 and 3)**

The Treloar community has created a charter which outlines the nine key rights of all students. These rights illustrate the key principles that underpin all that we do at Treloar's as we work and learn together. In addition to the Treloar Charter we have a home/school agreement which highlights the important features of staff, students and parents working effectively together. All families are asked to read, sign and keep a copy of this agreement when a young person joins Treloar School as a commitment to their responsibilities in this working relationship.

### **What we do to encourage positive behaviour**

The overall ethos of Treloar School is one of positivity and celebration of achievements. Our students want to do well, and our positive approach to behaviour means that we are always looking to reward positive behaviour where it is demonstrated. We have a range of systems and strategies in place to celebrate and encourage achievement, effort and positive behaviour, which include:

- School and class rules, which the students discuss and help to create
- Merits, good news postcards and team points
- Above and Beyond points (Post 16 only)
- Individual systems of reward created as appropriate to student need
- WOW moments shared in Monday Live
- Weekly House and Post 16 awards announced in Friday assembly
- Displays of student work and achievements across school
- Termly Achievements assembly
- Supporting students to reflect on and take responsibility for their behaviour
- Encouraging positive approaches to problem solving
- Enabling student voice, for example through the student and eco council and the elected head boy/girl/president/team captains
- A focus on personalised targets
- PSE across the curriculum
- Community events
- Social skills groups
- The use of Social Stories

### **Students who need additional specific support**

At Treloar School we acknowledge that some of our students may use behaviour as a form of communication. These school students may require individual additional support to manage their behaviour within the school day and / or in the residential houses. This is provided within the context of the multi-disciplinary team, with the support of other specific staff and resources.

### **Behaviour Support Specialist**

In school, there is a member of the Speech and Language Therapy team seconded to education for a number of hours each week, to work as a Behaviour Support Specialist. The role of the Behaviour Support Specialist includes:

Policy/Procedure Name: School Behaviour & Sanctions Policy

Policy/Procedure No SMT 012

Effective Date: March 2009

Review by Date: August 2019

Page 3

- Working alongside the MDT for individual students, giving advice and practical support
- Co-ordinating the writing and review of behaviour support plans
- Meeting with individual students to give them the opportunity to discuss and reflect upon their own behaviour, and provide their own input to a behaviour support plan
- Meeting with individual parents to discuss behaviour at home, and consistency of strategies across both home and school
- Working with other members of school staff with an interest in behaviour support e.g. educational psychologist, counselling and psychotherapy team, health centre, safeguarding manager
- Supporting training of staff in managing challenging behaviour
- Involvement in consideration of school-wide behaviour issues e.g. training, policies

### **Behaviour Support Plans** – see attached template, appendix 2

Behaviour Support plans are written for individual students when requested by a member of the MDT. The Behaviour Support Specialist will work closely with the MDT team to gather appropriate information to formulate a draft plan. Parents are also asked for their input as appropriate, by a member of the MDT. These plans give information on a student's interests and positive motivators as well as relevant health or family issues, before identifying triggers to more challenging behaviour, and specific strategies that can be used to support them. Behaviour Support plans ensure that all staff working with an individual student are managing behaviour consistently.

Behaviour Support Plans are reviewed every six months (November and June) by the Behaviour Support Specialist, in close liaison with the MDT, and changes are made as needed. At other times during the year changes can also be made when identified by the MDT, in liaison with the Behaviour Support Specialist.

Plans are attached to Caresys and saved in individual student folders on the computer system. When a plan has been written or updated, all staff are informed of this in morning briefing meeting. Parents are also informed by a member of the MDT.

### **Quiet room**

In school there is an identified 'quiet room' where individual students can experience a quiet space out of class, to calm and reflect on their behaviour before returning to the learning task. The room is not used as a sanction, but a strategy to support behaviour management within the learning environment. The use of the Quiet room is planned with the MDT and written into a Behaviour Support Plan for an individual student. Specific guidelines are given to staff on the use of the Quiet room, to ensure that students and staff are well-supported and it is used as an appropriate space.

### **Behaviour and Emotional Support Team (BEST)**

Treloar School acknowledge the significant expertise within the organisation with regard to positive behaviour support, and the benefits of working together to share expertise and good practice. A small team of staff meet once a term as the Behaviour and Emotional Support Team, to discuss organisation-wide issues and share concerns / successes.

The team includes:

- Head of School
- Head of Safeguarding
- Head of Counselling and Psychotherapy team
- Educational Psychologist
- Behaviour Support Specialist
- Identified lead teacher with responsibility for behavior across the school

- Residential manager with responsibility for MAPA

## Post 16 Provision at School

Treloar School includes a provision for Post 16 and for these students there is a shift in expectations as they move towards adulthood and an increased level of independence. Students in the school Post 16 provision have a greater degree of freedom. For example, they do not wear school uniform and they have an increased input into the curriculum they follow, which increasingly is based outside of the classroom, transferring their skills into functional contexts. Students who are in the Post 16 provision at school need further time and support to develop their emotional maturity and independence skills before taking the step into Further Education. In recognition of this and their status as a school student, there are some restrictions that continue to apply to Post 16 students at the school, even if they are aged 18 or 19. The key restrictions that continue to apply are that they are not permitted to drink alcohol, and they are not permitted to engage in a sexual relationship with another student. Information around their health, staying safe and developing positive personal relationships forms part of their Post 16 curriculum to support their preparation for adulthood.

## Consequences / Sanctions

At Treloar School we recognise and reward positive behaviours. However, there are times when individual students need to experience a fair and consistently applied consequence / sanction for their inappropriate behaviour. If the behaviour is a regular occurrence, these consequences are decided in advance by the Multi-disciplinary team and written into the student's behaviour support plan. Consequences are proportional to the behaviour, and are chosen to be at a level that the student will understand. Students are given visual resources as needed, to encourage them to understand the consequence in advance, and to give them some ownership over the management of their behaviour. Consequences are implemented as soon as possible after the incident, and the MDT as well as parents are kept informed. Consequences / sanctions can include:

- Missing part / all of an after-school or evening activity
- Preparing a message or letter of apology
- Missing a class activity or outing
- Completing school work in leisure time, that has been missed because a student was not in the classroom or working at the right time
- Internal exclusion

## Incident Form (IRIS)

Whenever a student presents inappropriate behaviour, the member of staff involved must complete an incident form, using the online system. The incident report will be read and actioned by the Head of Safeguarding or another member of the senior management team.

## Training

The Induction programme aims to inform all staff on the implementing positive behaviour strategies and supporting students with challenging behaviour, is shared. The induction programme includes specific training on Challenging Behaviour and how staff should manage and respond to this safely and in the best interests of the child. This induction programme is followed by access to:

- **Training days:** Between 6 and 8 days per year are dedicated to continuing professional development. These days provide staff with the opportunity to choose from a range of workshops designed to develop understanding around the issues experienced by students at Treloar.

- **Training courses:** These run throughout the year and include a Behaviour Champions Course and Mental Health First Aid.
- **Behaviour Support Specialist:** A Behaviour Support Plan is completed in conjunction with the Multi-Disciplinary Team and is reviewed on a regular basis.
- **Educational Psychologist:** Works across the school to support staff in responding to a range of concerns.
- **Multi-Disciplinary Team Meetings:** These are held on a weekly basis where professionals share information and skills regarding specific students in order to agree strategies.
- **Peer Mentoring:** New members of staff are buddied with more experienced staff members in order to develop their knowledge and skills.
- **Bespoke Training:** Staff can request sessions with the Behaviour Support Specialist or the Educational Psychologist around a particular issue.
- **Performance Development Reviews:** Staff can request attendance at specific training events to develop and enhance their skills.

## Appendices

- 1) Home/School Agreement
- 2) Template for behavior support plans
- 3) Charter

<b>Policy/Procedure Communication and Implementation Action Plan - Amend and add to as appropriate</b>		
	<b>Action</b>	<b>Responsibility</b>
1	Ensure that all managers, employees and volunteers of Treloar Trust have access to the related procedures.	Treloar Leadership Team
2	Train all managers, employees and volunteers in the implementation of the policy and the related procedures.	Human Resources Director (delegated to Training Manager)
3	Ensure that all new employees, staff and volunteers are made aware of the policy, understand it, and know where to access a copy and where to access the related procedures.	Head of School and College
4	Ensure that all managers, employees and volunteers of Treloar Trust have access to the related procedures.	Head of School & College
5	Ensure that all new employees, staff and volunteers know their responsibilities, and receive training in carrying these out.	All Managers

### **Links to other related policies and procedures:**

Anti-Bullying Policy  
 Concerns and Complaints Policy  
 Safeguarding Policy  
 Use of Restraint Policy

Policy/Procedure Name: School Behaviour & Sanctions Policy

Policy/Procedure No SMT 012

Effective Date: March 2009

Review by Date: August 2019

Page 6

Iris Policy  
Positive feedback

**Further sources of information: -**

Hampshire County Council Exclusion Policy

<http://www3.hants.gov.uk/education/parents-info/education-exclusions/exclusions-full-guide.htm>

**IMPORTANT NOTES:**

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.

## Appendix 1

**Treloar School  
Home-School Agreement  
All Staff, Parents and Governors truly believe that  
EVERY CHILD MATTERS  
and that every day we will ensure that this is  
at the forefront of everything we do**

**As a School we will:**

- Encourage and praise your child in all they do.
- Respect and care for your child as an individual with dignity and act in their best interests in everything we do in school.
- Listen to your child's views and opinions.
- Enable your child to learn, develop and progress in the classroom and in the residential setting so they are challenged to reach their full potential.
- Set targets and develop learning plans which will be shared with you and your child's Multi-disciplinary team.
- Set and monitor suitable homework, where appropriate, which will foster home/school links and support consistency of approach.
- Aim to provide your child with a sense of achievement, supporting and challenging them to learn in ways that suit them best and develop their potential.
- Have high aspirations for your child increasing their feelings of self-worth and self-esteem, empowering them to adopt a 'have a go attitude' in all aspects of their lives.
- Share information with parents through Home/School Books and other agreed contact methods. This will include Annual Reviews, Reports, Parents' Days, Treloar's Intranet and informal meetings.
- Work closely with other organisations and professionals, internal and external as appropriate to meet the needs of your child.
- Assist your child during stages of transition.
- Work together to develop positive attitudes towards those from different cultures, races and with different feelings, values and beliefs.
- Commit to the training and development of staff, partners and families in supporting the needs of your child.



**As a Family we will:**

- Encourage our child to do their best.
- Ensure our child attends school regularly, unless not well enough to do so.
- Contact school promptly when our child is not going to be in school and provide details of return dates as soon as they are known.
- Do our best to ensure our child arrives in school and is collected on time.
- Take an active and supportive interest in our child's life at school.
- Attend Annual Reviews, medicals, Parents' Days and informal meetings whenever possible.
- Share with school any events, issues or concerns which may affect your child's work or behaviour.
- Provide our child with suitable uniform and/or clothing for school activities.
- Ensure the school has up-to-date contact numbers and appropriate arrangements for daytime illness or emergencies.
- Inform Health Centre of relevant medical information and changes in medication or health.
- Support school in maintaining good and consistent standards of behaviour.
- Support mutually agreed policies for the management of behaviour.
- Support, where possible, our child to engage with homework to encourage consistency of learning.
- Support our child to follow their agreed therapy and medical programmes, in discussion with relevant professionals.
- Not share images or information of other Treloar's students through social networking sites.
- Take responsibility for the safety and repair of our child's wheelchair.
- Ensure that any valuable personal items, including wheelchairs and privately owned equipment, are covered under home insurance (these are not covered under the School's Policy).
- Let the School use photographs/videos of my son/daughter for marketing or media purposes unless I submit the appropriate opt out form

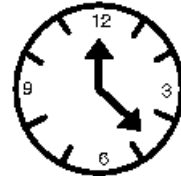
## As a student:

I want to be successful and will do my best to:

Enjoy school and help other children do the same.



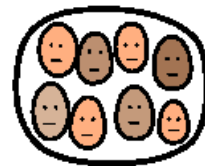
Come to school regularly and on time.



Try as hard as I can in all that I do.



Treat everyone in school kindly and fairly and help them to do their best.



Take care of the school environment.

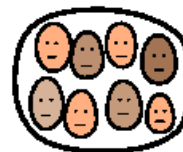


Be good at school and follow the school rules.



## Together we will:

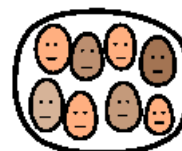
Be polite and well mannered and respect each other.



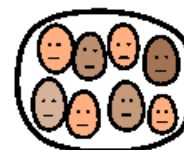
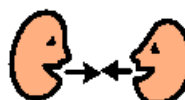
Work with a positive attitude to engage with each other in promoting life long achievements for all.



Think about our safety and the safety of others.



Behave in an open and honest manner towards each other.



Student name (Print).....

Parent signature/date .....

Head or Deputy Head of school .....

Student signature (if appropriate) .....

School Policies and Procedures may be found  
within the Parental area of the Treloar's website

Thank you to the students from the Student Council  
for their support in writing our  
Home School Agreement.

Treloar School  
Powell Drive  
Holybourne  
Alton  
Hampshire  
GU34 4GL  
Tel: 01420 547400  
Fax: 01420 542708

Email: [schooloffice@treloar.org.uk](mailto:schooloffice@treloar.org.uk)

Website: [www.treloar.org.uk](http://www.treloar.org.uk)

Head of School: Mia Dodsworth  
Deputy Head of School: Helen Dignum  
Residential Manager, Gloucester House: Julie Bodnar  
Residential Manager, Allan House: Alison Mahon  
Residential Manager, Wessex House: Paul Skuse  
Deputy Manager, Day Provision: Christopher Caterall

Published October 2015

**Appendix 2**

**Treloar School Behaviour Plan**



These strategies have been drawn up in consultation with the Multidisciplinary Team

<b>Student:</b>	
<b>Form:</b>	
<b>Positive behaviours:</b>	
<b>Information that has an impact on behaviour:</b>	
<b>General behaviour strategies</b>	
<b>Triggers</b>	
<b>Behaviours that cause concern</b>	<b>Strategy</b>

**Other strategies**

**Sharing of information**

**Review date:**

**Personal Improvement Chart** Appendix 5

Student ..... Date ..... Objective .....

Period	7.00am to 9.10am	1	2		3	4		5	6		7	
MON		HOUSE	BREAK	Form Time								
TUES				Break			Lunch			Break		
WED												
THURS												
FRI								Form Time	ASSEMBLY			

<b>KEY</b>
1 = Excellent
2 = Satisfactory
3 = Unsatisfactory

<b>Points to Note</b>
<ul style="list-style-type: none"> <li>• Please identify lesson in box e.g. History</li> <li>• Put 1, 2 or 3 in the box as per key</li> </ul>

Additional Comments: .....

.....

.....


.....

# Treloar's Charter


## We know we have the right to



Be listened to and have a way to communicate



Care that meets our needs and a say in how people help us




Learn in a way that works for us



Be safe, comfortable and happy and have equipment that helps us to be as independent as possible



Have our achievements identified and celebrated in a way in which we and our families recognise



Make our own choices, with appropriate information and support



Be respected for who we are



Fair treatment and fair rules that everyone sticks to



Be involved in all aspects of School and College life and to help make decisions