

Policy/Procedure Name:	Treloar Behaviour Policy
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Policy/Procedure Author:	Head of School, Head of College, Head of Safeguarding
Policy/Procedure Owner:	Principal
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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)
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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 across the school, college and residential houses
- 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, College 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 or Home/College Agreement (see attached, appendices 1, 2 and 4)**

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 (for school students) and a home/college agreement (for college students) 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 and College as a commitment to their responsibilities in this working relationship.

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

We are led by our values of:

- We Strive for Excellence- We always try our best
- We are inclusive- We help everyone to join in
- We act with integrity and respect- We are friendly and kind

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:

- Treloar and class rules, which the students discuss and help to create
- Merits, good news postcards and team points (School only)
- Above and Beyond points (Post 16 only)
- Individual systems of reward created as appropriate to student need
- Weekly House and Post 16 awards announced in Friday assembly (School only)
- Displays of student work and achievements across the site
- Termly Achievements assembly (School only)

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- 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 council and eco council and the elected head boy/girl/president/team captains, student council representatives
- A focus on ILP and IEP personalised targets
- PSHE across the curriculum
- Community events
- Social skills groups
- The use of Social Stories
- Ambassadors and leadership roles for students
- PPD to develop social skills with a wider variety of students beyond both class and department (School)
- After college events and activities

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

At Treloar School and College we acknowledge that some of our students may use behaviour as a form of communication. These students may require individual additional support to manage their behaviour within the timetabled 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.

All students at Treloar have their own allocated Speech and Language Therapist whose key remit is to support those students with their communication.

### **Behaviour Support Specialist**

Treloar School and Treloar College both have appointed a member of staff as a Behaviour Support Lead to support staff and students in promoting positive behaviour, and better managing behaviour that challenges. This is because Treloar realise the positive impact that intervening early on in a student's life can have on their emotions and behaviour later in their life.

The role of the Behaviour Support Specialist includes:

- 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. 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 and Emotional Support Plans** – see attached templates , appendix 3i and 3ii

In school and college the MDT will work together with the student:

- Giving advice and practical support and will coordinating the writing and review of behaviour support plan meetings.
- The MDT will meet with individual students to give them the opportunity to discuss and reflect upon their own behaviour, and provide their own input to the plan.
- Where appropriate the MDT may meet with individual parents to discuss behaviour at home, and consistency of strategies across both home and college.

Behaviour Support plans are written alongside and for individual students when requested and considered appropriate by the MDT.

The MDT team will 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 by the MDT, or more often as required, 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 additional persons such as the Behaviour Support Specialist or the Head of Safeguarding.

Plans are attached to Caresys/Nourish within their Young Person’s Plan (care plan) and saved in individual student folders on the computer system. When a plan has been written or updated, the MDT will take responsibility for making sure that all working with the student are aware.

### **Quiet spaces**

Individual students may at times need “quiet spaces” to support them in remaining calm and managing their own behaviour.

These spaces are not to be used as a sanction, but a strategy to support behaviour management within the learning environment.

The use of any quiet spaces is planned with the MDT and written into a Behaviour Support Plan for an individual student.

## **Post 16 & College Provision at Treloars**

Treloar School includes a provision for Post 16, and the College accommodates students who are 18+. For these students there is a shift in expectations as they move towards adulthood and an increased level of independence. Students in these provisions 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 or Higher Education. Information around their health, staying safe and developing positive personal relationships forms part of their curriculum to support their preparation for adulthood.

From the age of 16 the Mental Capacity Act applies to all students, and therefore additional consideration will need to be given to the legal status underpinning any decisions that are made, if there are queries regarding this the Mental Capacity Code of Practice should be consulted.

### **Consequences / Sanctions**

At Treloar's 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 across school and college, 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 if appropriate (again considering the age of the student).

Consequences / sanctions can include:

- Missing part / all of an after-school/College 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

As a school and college we have the power to exclude students (either temporarily or permanently). We believe however that having the right support and interventions in place

actively prevents the need to do so, and as such we would not ordinarily consider exclusion, or threat of exclusion to be part of our means of managing and promoting positive student behaviour.

### **Incident Reporting and Monitoring (IRIS)**

Whenever a student presents inappropriate behaviour, or behaviour that is of a concern, the member of staff involved must complete an incident form, using the online system (IRIS).

This allows for us to monitor behaviour patterns, and to learn from issues so as to prevent or reduce risk. This also allows for the Head of Safeguarding to be aware of patterns and potential issues relating to implementation of behavioural strategies by staff, and to be able to address these.

A half-termly report is produced and sent to Head of School and Head of College, along with residential managers in order to allow for trends and reflection on the impact of behaviour plans. For students with significant need, this will be produced and reviewed more frequently as required.

### **Support for staff following a significant incident:**

Following a significant incident (which could be significant either in terms of student or staff impact), the staff member can seek support either directly from their line manager, Head of Safeguarding, MDT members, or any other staff member.

Where there are ongoing concerns or challenges Treloar will support these staff groups through our Reflective Practice groups.

### **Training**

The Induction programme aims to inform all staff on implementing positive behaviour strategies and supporting students with challenging behaviour.

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 CPI Safety Interventions (previously called Managing Aggression and Potential Aggression (MAPA) ) and Mental Health First Aid, as well as Understanding Hidden Disabilities.

- **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 Specialists or a trained CPI Safety Interventions facilitator around a particular issue.
- **Performance Development Reviews:** Staff can request attendance at specific training events to develop and enhance their skills.

### Raising concerns:

If any staff member has any concerns about how a student’s behaviour is being managed or responded to, they should inform the Head of Safeguarding immediately so that this can be explored and the student be kept safe.

Students at Treloar will be given regular and varied opportunities to raise concerns, and to comment on how staff are supporting them.

Please also see Treloar Restraint Policy, Concerns and Complaints Policy and Whistleblowing Policy.

### External links

We view consistency and the support of positive behaviour across all environments that our students live, study and spend time in as key to promoting healthy behaviour.

To ensure this happens we will involve students, parents, carers and external professionals in the development and continuing use of behaviour plans to support our students.

<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	Head of School and College

	and where to access the related procedures.	
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
- IRIS Policy

**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 & Appendix 2 – School and College Home: Treloar agreements



Home School  
Agreement Branded \



Home-College  
Agreement 2021-22

## Appendix 3i and Appendix 3ii – School and College Behaviour and Emotional Support Plan templates



College BE SP plan  
blank 2020.pub



School BES plan  
template Oct 2021.doc

## TRELOAR'S COLLEGE STUDENT CHARTER

### We know we have the right



	to have good relationships with others, be treated well and not be hurt by others		to plan for our futures
	to be able to work and have experience in different areas of work		for people to hear what we say
	to have care that meets our needs		to be involved in different parts of the community
	to be respected for who we are		to be involved in all aspects of college life and help make decisions
	to learn and be treated in a way that works for us individually		to make our own choices with the right information and support
	to be treated fairly and have fair rules that everyone sticks to		to be safe, comfortable and happy and have equipment that helps us to be as independent as possible

## TRELOAR'S SCHOOL STUDENT CHARTER

### We know we have the right



	to have good relationships with others, be treated well and not be hurt by others		to be treated fairly and have fair rules that everyone sticks to
	to make our own choices with the right information and support		to learn and be treated in a way that works for us individually
	to have care that meets our needs		to be involved in all aspects of school life and help make decisions
	to plan for our futures		to have our achievements identified and celebrated in a way that we and our families recognise
	for people to hear what we say		to be safe, comfortable and happy and have equipment that helps us to be as independent as possible
	to be respected for who we are		