

## POLICY FOR BEHAVIOUR

Date	Review Date	BoM	Co-author
May 20	May 21	Anne Martin	Nicola Scott

### Rationale

The Quest School believes in teaching of self-respect, respect for others, tolerance, self-discipline and co-operation. The development of such strengths are viewed as paramount in a pupil's personal and social development, to prevent bullying and facilitating effective and successful functioning of the school.

We believe that each member of the school, staff and pupils alike, deserves to be treated with trust and respect. We expect all school members to give their best, and strive to offer all members the opportunity to fulfil their potential, valuing all individual achievements.

The school strives to ensure that all desirable and appropriate behaviour is reinforced. The school seeks to create a stimulating environment, recognising and addressing the individual needs of all members, in so doing aiming to reduce the need for pupils to engage in mal-adaptive behaviour to have their needs met.

The school understands that mal-adaptive behaviour may result from pupils' anxiety, stress, low self-confidence and/or deficits in communication and social skills. We therefore seek to address the underlying causes of any mal-adaptive behaviour by building each pupil's confidence and through teaching and encouraging appropriate communication and social skills throughout the curriculum.

The school uses the principals of Applied Behaviour Analysis (ABA) to analyse individual pupil's behaviour and to determine an appropriate intervention based on the function of behaviour.

### Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- 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:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare if its pupils

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- Sections 88-94 of the Education and Inspections Act 200, which require school to regulate pupil' behaviour and publish a behaviour policy and written statement of behaviour principals, and give schools the authority to confiscate property
- 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

This policy is also based on statutory guidance from the Department for Education: Exclusion from maintained schools, academies and pupil referral units (PRU's) in England. It is based on the following legislation, which outline schools' powers to exclude pupil:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Sections 64-68 of the School Standards Framework Act 1998

In addition this policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded pupils
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014

## Aim and Objectives

### Policy Aims:

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline procedures in place to increase desirable behaviour and reduce mal-adaptive behaviour, including systems of rewards and sanctions.
- Outline procedures in place to help pupil transition; both within and from the school.

### Objectives:

- To maintain an effective and consistent approach to behaviour dealing with behaviour, reducing mal-adaptive behaviour, and increasing appropriate behaviour through systematic teaching and differential reinforcement.
- To create a stimulating and affirming environment within which appropriate behaviour is prompted, encouraged and reinforced.
- For each pupil to reach their full potential in order for them to become successful citizens in the communities in which they live.
- To maximise the use of reinforcement which reduces the need for reactive strategies.
- For each pupil to develop functional communication and social skills.
- To maintain a high staff pupil ratio to ensure that each pupil is receiving sufficient behavioural guidance and levels of reinforcement for appropriate behaviour.
- To consistently take, and analyse behaviour data in order to determine the function of the behaviour and subsequently apply an appropriate behavioural strategy.
- To have an individual Behaviour Support Plan for each pupil. All Behaviour Support Plans for pupils who engage in behaviours that carry a risk to themselves or others (i.e. aggressive, self-

injurious, destructive or sexual) are based on 95% of time engaging in pro-active measures (green and yellow section) and a maximum of 5% of time spent on re-active strategies (red section). For all pupils who do not engage in these behaviours that carry an element of risk to themselves or others will have a Behaviour Support Plan in place for pro-active measures (Green section) to ensure all staff are consistent in pro-active approaches.

- For any interim period with challenging behaviour in which data is being gathered and the function is being determined each pupil will have “behaviour guidelines/protocols” in place.
- To consistently monitor the needs of individual pupils and to provide differentiated support to ensure that each pupil is as fully included as possible within the school community. Any pro-active, planned behaviour support requiring additional resources or staffing must be agreed by the School Principal.
- To ensure pupils’ social, communication and behaviour skills are generalised across environments to equip pupils with functional life skills beyond the scope of the school day.
- To review the impact of long-term challenging behaviour on other pupils or staff.
- To regularly review staff morale in Supervisor meetings with Senior Tutors, and other contexts.

## Roles and responsibilities

### The Board of Management

- The Board of Management are responsible for reviewing and approving the written statement of behaviour principles (appendix 1).
- The Board of Management will also review this behaviour policy in conjunction with the Principal monitor the policy’s effectiveness, and hold the Principal to account, for its implementation.

### The Principal and the Board of Management

- The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- This policy and the written statement of principals (see appendix 1) will be reviewed by the Principal / Board of Management each year.

### Staff:

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific needs of particular pupils
- Recording behaviour incidents
- The teaching staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:
  - Create and maintain a stimulating environment that encourages pupils to be engaged
  - Develop a positive relationship with pupils which may include:
    - Establishing clear routines
    - Communicating expectations of behaviour
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh

## Parents:

Parents are expected to:

- Inform the school of any changes that may affect their child behaviour
- Discuss any behavioural concerns with the school promptly

## Behaviour Strategies

All pupils have a comprehensive behaviour support plan that details all proactive and reactive strategies that are in place to support that pupil. The plan is regularly reviewed and updated.

## Desirable Behaviour

The philosophy of the school is to prompt, encourage and reinforce appropriate behaviour. The teaching methodology inherent in an Applied Behaviour Analysis approach, is designed to ensure that pupils are achieving high levels of success in their work, so that they are motivated to learn and receive an appropriate amount of reinforcement throughout the day.

A significant feature of this approach is the use of 'differential reinforcement', whereby the most or most favoured reinforcement is given for the best response or behaviour. Differential reinforcement of appropriate conduct is consistently applied, at all times, to encourage the development of adaptive behaviour. Such reinforcement may take the form of praise and social reinforcement, or tangible reinforcement such as tokens or preferred items / activities or certificates to celebrate achievements.

All pupils receive high levels of reinforcement throughout the school day. This can often be in the form of a token economy system, whereby pupils receive a token for specific target behaviours according to their schedule of reinforcement. Tokens are subsequently exchanged for rewards, individualised for each pupil, typical rewards include access to preferred items / activities or social interactions / games.

Regular contact is maintained between home and school; this contact includes use of a regular home-school contact, parent's evenings and Annual Reviews. Pupil progress is highlighted within these contacts and parents are encouraged to celebrate in their child achievements. In some circumstances, and in discussion with parents a pupil may be rewarded for good behaviour that occurs outside of school.

## Mal-adaptive behaviour

Maladaptive behaviour is defined as behaviour that risks the safety of themselves or others and / or is likely to result in restrictions being imposed upon them and / or a reduction in the quality of life. There may be times when a pupil is engaging in mal-adaptive behaviour which needs to be addressed. In such circumstances one of the following strategies may be applied:

- *Extinction* – This involves a lack of reinforcement for the mal-adaptive behaviour – i.e. lack of attention for attention seeking behaviour. The extinction procedure is not to be used if there is potential for endangering him/herself or others or is causing damage to property.

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- *Maintaining the demand* – This will be used when a pupil is attempting to avoid a task. Any instruction given will be ‘followed through’ if a pupil becomes non-compliant. A behaviour support plan is followed which addresses why the pupil is ‘task avoiding’, help is offered and if applicable further differentiation is made. The priority changes if the pupil becomes highly stressed or aggressive. Proactive measures are then put into place to de – escalate the behaviour, returning to the demand at a later time where possible. Each pupil follows an individualised curriculum and so required academic work will be returned to and completed.
- *Removal of Rewards* – If a pupil is behaving inappropriately (for example shouting or swearing) during a period of ‘reward time’, then the item with which the pupil is engaging (eg a toy, an i-Pad) may be removed and ‘reward time’ may be terminated.

In response to more serious behaviour, it may be appropriate to implement further actions. The school may use one of more of the following in response to unacceptable behaviour:

- A verbal reprimand.
- Removal of tokens from a pupil’s token system.
- Removal of a preferred activity.
- Time out: this would entail the pupil being unable to access activities / items that they find rewarding for a specified period of time.
- Requiring a pupil to restore or restore and improve an environment they have deliberately cause damage or disruption. For example, requiring a pupil to pick up blocks after they have been thrown onto the floor or after damaging a wall display repairing the damage and adding a boarder to improve the display.
- The above strategies would be applied in order to convey that certain behaviour is unacceptable. Removal of tokens or planned activities, time-out or requiring a pupil to restore an environment following challenging behaviour would be identified within the pupil’s individual behaviour support plan or guidelines.
- Parents and carers must be kept informed of behaviours that challenge whilst the pupil is in school. Behaviour Support Plans are shared with the parents regularly and parents are informed of any changes or new behaviour interventions put in place. We encourage similar approach to be adopted both at home and at school in response to behaviours that challenge.
- In some circumstances, and in discussion with parents sanctions may be applied where a pupil has misbehaved off-site, for example when on transport to school.

In order to appropriately monitor the effectiveness of a given behavioural intervention, daily data will be recorded for individual pupils (for example, frequency data). This data is evaluated by the ABA Supervisors to determine if any changes are required to the individual pupil’s behaviour support plan. Where necessary, support and advice will also be sought from behavioural specialists, medical practitioners and/ or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise and work with external agencies and parents to create a plan which will be reviewed on a regular basis.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

## Removal from the classroom

A pupil may be removed from the environment if there is a risk that the pupil may:

- Hurt him/herself or others
- Cause damage to property
- Behave in a way that is prejudicial to the maintenance of good order and discipline

If it is deemed more appropriate the non-disruptive pupils may be removed from the environment to safeguard their welfare, and to prevent further disruption to their education.

## Restrictive Physical Intervention

The school recognises that, at times, pupils may present with challenging behaviour, which may require some degree of restrictive physical intervention.

Members of teaching staff may be expected to use Positive Handling procedures in accordance with Team Teach training in circumstances where there is a risk that a pupil may:

- Cause injury to themselves or others
- Cause damage to property, or from causing disorder
- Behave in a way that is prejudicial to the maintenance of good order and discipline.
- Create social exclusion of themselves

The nature of any intervention must be reasonable, proportionate and necessary for the behaviour of the individual to be controlled. Physical restraint should always be used as a last resort, be applied using the minimum amount of force for the shortest time possible, be used in a way that best maintains the safety and dignity of all concerned, never be used as a form of punishment and be recorded and reported to parents.

Quest School aims to ensure that all teaching staff receive training in physical interventions (delivered by qualified Team Teach trainers) as soon as reasonably practical after successful completion of their probationary period at the school. A list of trained staff members is retained in the school office. Staff members who are trained in positive handling and restraint are authorised to implement physical interventions. Staff who have not received formal training may carry out physical intervention under supervision from trained staff in emergency situations. All members of the school staff have a legal right to use reasonable force if the situation requires.

Please see the policy for Positive Handling and Physical Intervention for more information.

## Exclusion

A decision to exclude a pupil should only be taken in response to serious or persistent breaches of the school's rules, where possible once a range of strategies has been tried and failed, if their needs can no longer be met, and, if allowing the pupil to remain in school would seriously harm the education or welfare of that pupil, other pupils or staff.

Only the Principal (or person acting as such in their absence) can exclude a pupil. In such event, the school would follow KCC procedures for exclusion, in consultation with parents and relevant funding



LA. The Principal (or person acting as such in their absence) must consult with one other member of the Board of Management before issuing an exclusion.

Fixed term exclusions should be for the shortest time necessary. These may be implemented in emergency situations of extreme challenging behaviour, to allow for appropriate pro-active and reactive strategies to be put in place, and/or modification of the environment or staffing levels.

Permanent exclusion may be used as a last resort. It is an acknowledgement that the needs of the pupil can no longer be met at the school, and that an alternative placement needs to be found.

Quest School is aware that off-rolling is unlawful and does not implement this practise. Ofsted defines off-rolling as:

“...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Please see the policy for exclusion for more information.

## The power to search pupils

If deemed necessary, to ensure the safety and wellbeing of all pupils and staff, or the safety of the external environment, the school is able by law to search and screen pupils. The school may also confiscate property and is not liable for damage or loss to these items.

The school may search for “prohibited items” which are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Fireworks
- Tobacco and cigarette papers
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property and
- Any item banned by the school rules which has been an item identified in the rule as an item to be searched for

Unless the items found are weapons and knives, or child pornography which will be handed to the police, the School Principal may decide what to do with the items. The search should be carried out by the same sex member of staff and with a witness present where possible, unless there is a risk of serious harm if the search is not conducted immediately.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers,

fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

Procedures for Searching, Screening and Confiscation will follow DfE guidance: Searching, Screening and Confiscation January 2018)

## Preventing Bullying

Quest School recognises that bullying can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our schools can help to create safe, disciplined environment, where pupils are able to learn and fulfil their potential.

To prevent bullying the Quest School:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships, to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.

For more information please see the Anti-Bullying Policy.

## Training

Teaching staff are provided with training on managing behaviour and receive regular feedback from line managers on their implementation of proactive and reactive support strategies. Staff have the option to undertake additional study to help further improve their performance; for example, additional reading or the pursuit of professional qualification in the field of ABA.

Quest School aims to ensure that all teaching staff receive training in physical interventions (delivered by qualified Team Teach trainers) as soon as reasonably practical after successful completion of their probationary period at the school.

## Pupil Transition

When pupils change class / group a thorough hand over occurs, an important part of this process is a comprehensive transfer of information regarding all of the strategies that are in place to support that pupil.



When pupils are transitioning to a new setting support will be provided to support that transition, for example a social story to explain the transition. The support provided will be, as far as possible, tailored to the needs of that pupil. Information on this behaviour support plan and behaviour trends / frequencies may also be shared with a new setting.

## Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will take appropriate action with regard to the pupil in accordance with this policy, in addition to providing the support required. The Principal will also consider the pastoral needs of staff accused of misconduct. Please refer to our Safeguarding policy for more information on responding to the allegations of abuse.

## Links with other policies

Anti-Bullying Policy  
Positive Handling and Physical Intervention Policy  
Safeguarding Policy  
Exclusion Policy

## Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by staff
- Exclusions will only be used as a last resort
- Pupils are taught to take responsibility for their actions where possible
- Information regarding behaviour plans and behaviour incidents are shared with families to foster good relationships between the school and pupil' home life

The Principal and Board of Management also emphasise that violence or threatening behaviour will not be tolerated in any circumstances

This written statement of behaviour principles is reviewed and approved by the Principal / Board of Management every year.