

South Gloucestershire and Stroud Academy Trust (SGSAT)

Behaviour Support Policy

**If you would like this document in an alternate format
Please contact the SGS-GS Human Resources Department**

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Job Title/Role:	DCEO
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Approved by:	SGS Academy Trust Board
Date:	19 May 2021

9. MANDATORY INITIAL IMPACT SCREENING



Completed by:

Name SD MILES

Title DCEO

26/04/2021

I have read the guidance document: Completing a Policy Impact Assessment?

If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:

EQUALITY AND DIVERSITY IMPACT ASSESSMENT

Characteristic	This policy seeks to:	
Age	No appreciable impact	
Disability	Treat with equal dignity, all learners and staff; and monitor participation, performance and progress of learners and staff with disabilities and act to address inequalities.	
Faith or Belief	Supports staff and learners to recognise and address religious or racial discrimination and incitement to religious hatred	
Gender	Protect staff and learners from sexism in all forms	
Race or Ethnicity	Ensure that staff and learners are equipped to recognise racial and ethnic diversity and to challenge racial and ethnic discrimination	
Orientation	Eliminate discrimination on the grounds of sexual orientation and promote equality of opportunity through a supportive, inclusive environment	
Gender reassignment	Respect the rights of individuals and address the inequality of right for persons under the age of 18.	
Economic disadvantage	No appreciable impact	
Rural isolation	No appreciable impact	
Marriage	No appreciable impact	
Pregnancy & maternity	No appreciable impact	
Carers & care leavers	Use available resources to identify and address any issues of inequality as a result of being in care or a care leaver. Supporting learners both academically and pastorally in order to be successful.	
Vulnerable persons	Use available resources to identify and address any issues of inequality as a result of being a vulnerable person. Supporting learners both academically and pastorally in order to be successful.	
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the Trust's stakeholder groups:	n/a	
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the Trusts's stakeholder groups:	n/a	
Is there any possibility that this policy could operate in a discriminatory way?	<input type="checkbox"/>	<input type="checkbox"/>
	If you have ticked yes (red), which characteristic will be most affected? Choose an item.	
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	<input type="checkbox"/>	Click or tap to enter a date.

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS

Which United Nations Convention on the Rights of the Child (UNCRC), Right does this policy most protect:	Art. 3 Best interests of the child Choose an item. Choose an item.
Which Human Right (HRA) does this policy most protect:	Art. 2 Right o life Choose an item.

DATA PROTECTION & PRIVACY BY DESIGN SCREENING

Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will not result in the collection, storage or processing of personal data outside of official College systems:

Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:

SGSAT Behaviour Support Policy

Our Ethos

SGS Academy Trust seeks to create a learning environment for all our students which encourages and reinforces positive behaviour and mutual respect for all. It acknowledges that if students and staff feel safe and secure this will have a positive impact on teaching and learning.

This policy sets out how SGSAT will promote good behaviour that contributes to student progress, encourage self-discipline and respect, prevent bullying, keep students and staff safe, and ensure equality for all.

SGSAT schools will provide a caring and supportive learning environment that encourages positive behaviour where all members of the school community feel valued, safe and respected. Promoting and teaching positive behaviour is central to ensuring academic achievement, independence and community participation. Parents and carers also play an important part in this.

At SGSAT we recognise that all behaviours are functional or communicative acts (for example, gaining attention or a coping strategy). Challenging behaviour is largely learned through a history of interactions between the person and the environment. The most effective response to these behaviours is to encourage alternative, appropriate responses, rather than simply to impose sanctions. Each school has its own reward and sanction strategy and consistent application of these are vital to protect the learning and safety of students. But we also aim to understand the underlying factors causing the behaviour in order to respond positively, consistently and effectively. We recognise, for example, that young people who have been exposed to trauma are more likely to have psychological and behavioural problems, and there is evidence that greater trauma exposure is associated with more severe and diverse behaviour problems.¹

Sanctions can sometimes echo or reinforce the systemic trauma that a student may have experienced. We therefore seek to minimise any trauma-causing potential of the school environment and teach young people explicitly about mental wellbeing, providing young people with a safe and caring environment. Our aim is to empower the individual to manage their own behaviour and display emotional regulation and independence. We will aim to raise the self-esteem and improve the socialisation of all our students.

We therefore prefer the term 'behaviour support' to behaviour management, as it implies the need to consider all aspects of each student's behaviour, rather than just those identified as 'problem or difficult'. Passive, non-assertive behaviours restrict a student's independence and learning as much as those which are perceived as being 'problem' behaviours.

Our Behaviour Support Principles

- We recognise that the ultimate function of all behaviour is to meet need. Some students will require support in meeting our expectations.
- We have a paramount duty to keep students and staff safe.
- We are committed to eliminating all forms of discrimination, harassment and bullying as well as promoting equality of opportunity and the wellbeing of all students and staff in our schools.

Young people's trauma is often discussed with reference to Adverse Childhood Experiences (ACEs) and, more recently, concepts such as Adverse Community Environments (McEwen & Gregerson, 2019). The former focuses predominantly on three categories of experience: neglect, abuse and household dysfunction. The latter is concerned with the role of systemic factors in causing and compounding trauma: systemic trauma refers to the harm caused to people by contextual features of environments and institutions through, for example, poverty, racism and other forms of discrimination and oppression (Goldsmith, Martin & Smith, 2014).

- Our schools should be places where praise and encouragement are the norm, because this is the most effective means of achieving positive behaviours. Schools' rewards and sanctions strategies will detail the ways this happens in each setting.
- We recognise that punishment rarely changes behaviour in itself, but young people do need to clearly learn from experiencing the outcomes of their behaviour choices, which can often be negative.
- We will support and encourage students' active participation in the school and the wider community at all times, not least because participation improves belonging, which improves behaviour.

The School Environment

The school environment should be designed as far as possible to support positive behaviour and give clear messages to the students about the extent to which they and their efforts are valued. Classrooms should be organised to support student access to learning, on-task behaviour, and appropriate social and interactional skills and independence. Materials and resources should be arranged to aid communication, understanding, and accessibility and reduce anxiety, uncertainty, frustration and disruption. We recognise that transition from an activity or area of the school, together with social times such as lunch and break, may cause particular anxiety for some students or opportunities for inappropriate behaviour, and we will seek to minimise these risks. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and the school overall should provide a welcoming environment.

Behaviour Plans

Some students will have specific behaviour plans, which are used to agree how behaviour is to be supported for a student so that there is consistency throughout the school and sometimes the wider community. These should be shared with all staff. Each plan will be personalised for each student and will include strategies to recognise triggers and de-escalate behaviour that challenges, alongside strategies that support the student's sensory, language and communication needs.

Recording and Reporting

All incidents of behaviour that challenge must be recorded using Arbor. Records must also be maintained if harm occurs to the student or others on an accident form and written in an accident book. Every incident of physical intervention must be recorded as part of the serious incident report on Arbor. Parents/carers will be informed at any time where an unplanned physical intervention has been used to support their child. Senior staff will monitor incidents recorded on Arbor to support staff and students. Leaders may also undertake observations around school to support staff in managing student's behaviour. Other professionals (for example, educational psychologists, mental health workers, counsellors, advisory teachers for autism, occupational therapists and speech and language therapists) may also be involved to fully explore and support the behaviour exhibited by the student.

Exclusion

The decision to exclude a student, either permanently or for a fixed period of time, will only be taken as a last resort and in response either to serious or persistent breaches of the school's sanctions and rewards strategies, or if allowing the student to remain in the school would seriously harm the education or welfare of the student themselves or others in school.

The Headteacher is the only member of staff in a school who can decide to exclude a student. SGSAT does not support the use of unlawful 'informal' or 'unofficial' exclusions where students are sent home, even with the agreement of their parents/carers, for a 'cooling off' period. Any exclusion of a student must be formally recorded. The Headteacher is responsible for the safeguarding of all students on roll during the school day. The only times they are not responsible are if the child is ill and has been kept at home or if they are formally excluded and the responsibility goes to the parents/carers.

The Headteacher will be responsible for ensuring that all decisions about student exclusions will be taken in keeping with the Department for Education's published guidance (detailed below).

In appropriate circumstances, students may be searched and have items confiscated in line with DfE nonstatutory advice. This behaviour policy, as well as the school's Sanctions and Rewards Procedures,

may at times be applied where a pupil has misbehaved off site, such as on a school trip, on transport to or from school, or via any incident off site that involves fellow students or staff, either in person or online.

Related Documents

This policy should be read alongside the SGSAT Anti-Bullying Policy, and relevant procedural documents from each school, such as each school's Reward and Sanctions Procedures, Code of Conduct, Equality Policy, ICT Acceptable Use Policies, SEND/Inclusion Policy, any Home/School agreements, and studentspecific documents, such as EHCPs, as applicable.

Legislation and Statutory Requirements

This policy is based on the following legislation and guidance of the Department for Education (DfE):

- Behaviour and discipline in schools (updated 2016)
- Exclusion from maintained schools, academies and pupil referral units in England (updated 2017)
- Searching, screening and confiscation at school (updated 2018)
- The Equality Act (updated 2018)
- Use of reasonable force in schools (2013)
- Supporting pupils with medical conditions at school (updated 2017)
- The special educational needs and disability (SEND) code of practice (updated 2015)
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; which outlines a school's duty to safeguard and promote the welfare of children, to have a written behaviour policy and an anti-bullying strategy