



Managing Behaviour Policy

Introduction

Horizon Schools (Stafford and Whitefield) are independent schools registered with the DCSF, catering solely for Looked After Children placed by Children's Services. Students are generally resident within Horizon Care's residential provisions. There are also places available for students resident with other care providers.

Many of the students placed have statements of educational need, some having identified syndromes. Although not all students are in these categories, all have had disrupted home and educational placements, which manifests in social, emotional and behavioural difficulties along a continuum from mildly disruptive to severely challenging.

Each student has very individual and, in many cases, complex needs and therefore requires an Individual Behavioural Plan (IBP) and it is this plan that is the core of the Behaviour Policy for the School.

The School has agreed levels of expected behaviour for both students and staff and the Behaviour Policy is built on the whole staff agreed Mission Statement and Vision for the School and our aspirations for managing difficult behaviour.

Mission Statement:

"Improving life chances through personalised education and individual achievement"

Vision:

"For Horizon Schools to facilitate personal educational achievement in an environment that is stimulating and inspires individual success"

In valuing the students, it is recognised that, despite being schools in which there are students that display severely challenging behaviour, the majority of students behave at acceptable levels for the majority of the time.

Our behaviour policy therefore reflects those acceptable standards of behaviour while having planned strategies of intervention for the individual via the IBP, which may ultimately impose control but in so doing teach self-control.

Standards of Behaviour

Acceptable standards of behaviour are no less important at Horizon Schools, despite working with pupils who display a range of challenging behaviours, than in any other educational establishment. Students therefore need to be involved in the agreed whole school rules, class rules and in their IBP's along with contributing to other areas of the policy. This is managed through group work and individual planning meetings. The schools have:

- Whole School Rules
- Class Rules
- Home School Agreement
- Staff Working Practice
- Individual Behaviour Plans
- Policy for Physical Intervention
- Anti Bullying Policy (Revised to take account of DCSF Safe to Learn)
- Reward Scheme
- Dress Code
- Company Policies on Complaints, Child Protection (Safeguarding)

All of the above contribute to the general standards of behaviour expected within the schools.

Individual Behaviour Plan

In schools with a small number of students, each and every one displays very individual and complex behaviour. The core of dealing with these behaviours is through the IBP as it is recognised that individuals will invariably find meeting the acceptable standards of behaviour difficult at times. The IBP pays attention to:

- The individual pupil
- Risk assessments
- Care plan
- Legislation
- Strategies of intervention including de-escalation and physical intervention (if deemed necessary)

The IBP is drawn up by the teacher paying attention to the above with the aim of targeting between one and three behaviours for the pupil to improve on during a term and detailing those strategies of intervention that will be employed should the pupil "lose control". This plan is discussed with the student, carers and those with parental responsibility and then signed by all concerned.

Promoting Good Behaviour

The overall ethos of this policy is to promote good behaviour in both the individual/group and the staff team use specific strategies, which address these issues positively.

- Involving the individual and group in setting positive rules and targets
- Using a high level of praise:
 - That is individual to the young person (when they are behaving appropriately)
 - That reinforces the positive group rules
 - That reinforces social behaviour i.e. that which is conducive to harmonious school/classroom life
 - That gives positive feedback on academic work/targets achieved
 - That is specific to the behaviour being displayed
 - That includes the young person's name
- Setting high standards of interaction between adults to set and demonstrate good role models
- Correction of disruptive or threatening behaviour by using “ignoring” and praising the appropriate behaviour of others
- Using an agreed range of behaviour modification strategies

Rewards/Sanctions

The schools operate a reward scheme, which is a means of rewarding pupils for meeting specified targets in both work and behaviour. This is based on the premise that positive reinforcement of desired behaviour is a powerful and effective way of improving pupils' motivation in the classroom and subsequently personal progress. Details of rewards are recorded on the IBP. It might however, be the case that an individual needs a specific system set up to meet their needs and where this occurs it will be recorded specifically on the IBP e.g. token economy system.

Where sanctions are imposed these are again detailed on the IBP. Sanctions could include any of the following:

- Withdrawal from lesson with adult support
- Withdrawal for day with adult support
- Withdrawal from social situations with support
- Loss of time at breaks
- After school detention
- Placed on report
- Reparation
- Verbal and Formal warnings accompanied by letter to carer/parents
- Fixed Term exclusion
- Permanent exclusion

This is not the exhaustive list of sanctions and others may be individually specified, in discussion with carers/parents, as appropriate for the individual and recorded on the IBP.

Corporal Punishment is strictly forbidden.

Exclusion

Where a pupil's behaviour has become excessively violent, damaging or disruptive and other interventions, rewards/sanctions have failed to ameliorate the problem, the school reserves the right **as a last resort** to exclude the pupil for a fixed term, with the ultimate sanction of permanent exclusion. In all cases where exclusion is a possibility, the school will call a meeting of all concerned with the pupil to discuss alternative strategies to exclusion.

The decision to exclude will not be taken until all relevant information from all parties concerned is in the possession of the Head Teacher, in particular the involvement of the student concerned.

There is however, a realisation that, in working with students with challenging behaviour, exclusion may need to be immediate in order to safeguard the welfare and rights of other students and staff. Where this is the case the student's involvement will be ascertained within 24hrs.

Home School Liaison

The school recognises that effective communication between school and home helps with the behaviour of students within both environments.

This is achieved through the Home School Agreement and by daily communication with residential colleagues who transport students and support within the school environment.

Daily recording via Horizon's *Clearcare* online system enables all concerned with the student to be aware of positive outcomes and those where sanctions have been required.

Dealing with students whose behaviour is both complex and challenging means the staff team require significant knowledge of behaviour modification programmes. Staff receive Cognitive Behavioural Management of Challenging Behaviour training from Clinical Psychology Associates Ltd (CPA).