

The Forum School
BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE AND SANCTIONS POLICY

Legal Status:

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 paragraph 24 (3) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Equality Act (2010), Education Act (2011)
- DfE Guidance (2014) *Behaviour and Discipline in Schools, A guide for Principal Teachers and School Staff* (DfE Website – www.education.gov.uk) including *Getting The Simple Things Right*, Charlie Taylor's Behaviour Checklist (DfE 2011) and non-statutory advice 'Behaviour and Discipline in schools' (2014)
- *Use of Reasonable Force. Advice for Principals, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.
- Children's Homes Regulations (England) 2015

Applies to:

- the whole school inclusive of activities outside of the normal school hours; care and therapy staff
- all staff (teaching and support staff) the proprietor and volunteers working in the school.

Related Documents:

- Management of Actual or Potential Aggression (MAPA®) (Cambian Policy No: OFSCH 08.02)
- Anti-bullying Policy and Procedures; Safeguarding Student - Child Protection Policy and Procedures; Exclusions Policy; Physical Intervention – Use of Reasonable Force, and Supervision of Student Policy.
- Appendix A: Managing and Modifying Student's Behaviour
- Appendix B: Encouraging Positive Behaviour
- Anti-bullying Policy and Procedures, Safeguarding Students - Child Protection Policy and Procedures, Exclusions Policy, Physical Intervention – Use of Reasonable Force, Spiritual, Moral, Social and Cultural policy (SMSC) including Personal, Social, Health and Economic (PSHE) education
- Care and Control Policy

Staffing Method

This process requires:

- strong school leadership, and a clear, well organised and consistent approach to behaviour management;
- an understanding of and access to sources of expertise in current legislation, research and philosophy on promoting positive behaviour and on handling student's behaviour where the child may require additional support;
- fulfils the duties under the Equality Act 2010; including issues related to students with special educational needs or disabilities and provides reasonable adjustments and support systems for these students;
- promoting positive behaviour within the curriculum for supporting personal, social and emotional development;
- recognition that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of The School;
- all staff to provide a positive model of behaviour by treating students, parents and one another with friendliness, care and courtesy;
- supports teachers with classroom management;
- implementing rewards and sanctions; behaviour strategy and the teaching of good behaviour;
- managing students' transition, liaising with parents and other agencies;
- maintaining facilities to a high standard and

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- taking disciplinary action against student who are found to have made malicious accusations against staff, potentially including a fixed term, or if necessary permanent, exclusion.

The policies, working practices, documentation and record keeping support the implementation outlined above.

Availability:

This policy is made available to parents/carers/guardians staff and students from the school office and website

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Proprietor undertakes an annual review of this policy and the efficiency of its implementation by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: September 2018



Anne Marie Carrie

Jo Galloway

Proprietor, Cambian Group

Principal

Behaviour Management including Discipline and Sanctions Policy**Student Profile**

Our school provides for those with a diagnosis of ASD. Most of our student are referred to us and funded through the local authorities. Our age range may vary depending on specific cases; however most of our students will range between 7-19 years of age. All of our student will have a Statement of Special Educational Needs or an Education Health Care Plan. Others may be undergoing assessment.

Student Profile

The Forum School educates and cares for 66 young people from 7 to 19 years old, who are experiencing difficulties as a result of a diagnosis of severe autism, and other associated difficulties falling within the autistic spectrum, for example epilepsy, ADHD, PDD, and dyspraxia.

Students range from low to average ability, but all demonstrate difficulties in a range of key areas of development affecting everyday life. These difficulties may embrace social understanding and communication,

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flexibility, coordination and sequencing, attention and concentration, repetitive and obsessive behaviours. Most students also experience global or specific learning difficulties of a severe to moderate nature. Challenging and controlling behaviour is also a common feature.

We believe that we 'actively enable each and every one of the students in our care to achieve their personal best; however it is defined by them or for them.'

We believe that students with autism should have access to a calm, consistent, eclectic approach to meet their very individual needs and address their diagnosis. In order to achieve their full potential, we must have high expectations and an open, honest partnership with parents and all attached professionals. Communication is the key to all of our work and all staff are asked to respect each student's individual communication style.

The ultimate goal of The Forum School is to support our students, through specialist approaches, appropriate environments and staff expertise, to prepare them to meet the demands of everyday life as they move forward from the school into adult provisions. We want them to live as independently as possible, making decisions about their lives and having a degree of autonomy commensurate with their abilities.

Statement of Intent

This policy is designed to promote and create a framework for achieving good behaviour, rather than merely deter anti-social behaviour. It is directly related to the social, physical and emotional well-being of everyone meaning we aim for every member of the school community to feel valued and respected, and each person to be treated fairly and well. In the main, encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad as negative reinforcement can, in fact, be counterproductive. Student should be given a positive choice to behave well whilst reminded of the consequences of not doing so. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to help all members of the school to live and work together in a way conducive to learning by creating a stable and secure environment that encourages respect for others while acknowledging the particular difficulties this represents for our student.

We believe that students flourish best when their personal, social and emotional needs are met to ensure high self-esteem and where there are clear and developmentally appropriate expectations for their behaviour. To this end we encourage all members of the School to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, bad language, vandalism and theft, which undermines these aims. This policy is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos.

Expectations of good behaviour are high. Inherent in the ethos of the school is respect for the individuality of our students. Important to us all is the manner in which we relate and speak to students and to one another, each day. Staff should never use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language. They must instead aim to build, and repair where necessary, positive working relations founded on considered communication and collaboration. The key to good behaviour management is to reduce the likelihood of difficult behaviours occurring. By careful planning and preparation and by involving student in a positive way in establishing clearly defined and easily understood boundaries, difficult behaviours can be minimised. Student will know that sanctions are applied justly and in a consistent manner. Distinction will be made between serious and minor offences.

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It is recognised that behaviour problems in the school environment are significantly reduced by:

- Interesting, well prepared, appropriately resourced and relevant activities
- Key understanding of autism and related conditions.
- Clarity and consistency of expectations and consequences
- Early involvement of relevant key personnel when problems arise
- Building positive relationships with mutual respect between staff and student

As part of our Behaviour Policy Our school believes that students should feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

The School aims to provide:

- good adult role models of caring co-operative behaviour;
- the reinforcement of positive attitudes to expectations;
- the celebration of a wide range of achievements;
- an acceptance by all staff of a responsibility for maintaining good behaviour.

Guiding Principles; The Positive Approach

Within the context of The Forum School, and its underlying philosophy, the phrases 'management of behaviour' or 'behaviour management' are, to some degree, something of a misnomer. They can be misinterpreted to suggest or imply that our aim at The Forum School is to maintain 'control' of, or 'contain' behaviours. At the Forum School we are committed to not solely 'manage' behaviour, but actively seek ways in which we can devise and operate effective systems that will encourage and develop patterns of behaviour that will help each student function more effectively in the community, and in doing so, **help each student achieve their full potential**.

All staff at The Forum School subscribe to this view in relation to ALL aspects of our work with the students, including the management of behaviour. We are committed to do all we can to encourage and promote positive behaviour – behaviour that will **enhance** the students' quality of life, **enable** them to participate more easily in society and **extend** their range of strategies for dealing with circumstances as they arise in their day-to-day lives.

AT The Forum School, believe that we may best achieve these ends by means of: -

- Supporting staff to understand the disorder and its implications.
- Operating effective systems for observing and analysing individual students' behaviour patterns

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- Formulating and implementing a coherent and unambiguous behavioural management plan for each student, based upon these observations and analysis
- Helping students to acquire the knowledge and skills they need to function effectively in a variety of settings in order to reduce reliance on challenging behaviours – behaviours that restrict their participation in society and have a negative effect on their quality of life
- Creating and maintaining a living and learning environment which helps students to feel safe and happy, which is as stress-free as possible and which makes them feel wanted and valued as individuals
- Developing staff's knowledge of – and skills in – positive behaviour management, and ensuring their competence in operating the prescribed systems
- Developing and maintaining a culture of 'positive reinforcement', which seeks, by praising, rewarding and celebrating positive behaviour, to increase students' self-esteem and feelings of self-worth

Proactive Strategies

At The Forum School we believe that one of the most important elements in any positive system of behaviour management relates to the prevention of challenging behaviours. We firmly subscribe to the belief that most behaviours, whether viewed as challenging or not, generally have a communicative purpose to them, and fulfil a function for the individual concerned in a particular context. We believe that challenging behaviours often represent an effort on the part of the individual to influence his/her environment where he/she does not have the skills required to achieve that result by more appropriate means. For example, the student who cannot communicate in words a need for adult attention may have found that the desirable result can be achieved by hitting the adult or by screaming or shouting. Understanding the function fulfilled by a particular behaviour may enable strategies to be deployed to effectively bring about a desirable change in the behaviour.

Frequently we can achieve this by manipulating the contexts and circumstances, which, from our analysis, we know to be most likely to provoke the negative behaviour. Where, for example, an over-stimulating environment causes an individual to become distressed and prone to self-injury, simple modifications to that environment may quickly reduce the distress and lessen the risk of self-injury. At the same time we would expect that work would go on with the person concerned to enable him/her to cope more effectively with the situations that presently cause the adverse reaction.

Non-Aversive Responses

Whilst we firmly believe that desirable changes in students' behaviour are brought out in the main by positively responding to, and nurturing good behaviours, there will be situations when a negative response is required. We believe that such a response is, in effect, non-aversive if it is designed to produce a positive outcome – i.e. it has a positive purpose – and is used solely for the behaviour(s) that have been identified as severely restricting the students effective functioning in the community.

When such a response is made it is imperative that it:

- **Does not** infringe the law or the rights of the student
- **Does not** demean, belittle or debase the student

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- Has a positive purpose, and is **never solely punitive**
- Forms part of a carefully thought out strategy to address the challenging behaviour(s), that is agreed with by parents/carers and, as appropriate, the student themselves, and is in line with Cambian Group Policy
- Is used only in accordance with agreed procedures and is only used by those authorised and trained to implement such procedures.

Physical Intervention to Control or Restraint

With some students in our care there will be occasions when physical intervention has to be used to regain control of a dangerous situation by means of restraining the individual. We firmly view such intervention in most circumstances as **very much the last resort**, although there may be situations with certain students when physical control or restraint is needed at an earlier stage to avoid and/or prevent serious escalation of dangerous behaviour. This 'Reactive Strategy' is **only deployed to bring a situation 'under control'**: As soon as 'control' has been regained, approaches revert immediately to the proactive, positive interventions.

For obvious reasons the use of physical force to control or restrain is very strictly regulated in The Forum School. Both the Department for Education (DfE) and the Department of Health (DOH) have issued strict guidelines on such use. We follow these in full, in line with Cambian Group Policy.

All staff members who have direct contact with students are:

- bound by The Forum School Code of Practice for Staff
- properly trained to use physical interventions where necessary, in a safe and appropriate manner, and in accordance with The Forum Schools recognised and approved method of physical restraining.
- required to report all incidents where force is used in a manner which fully meets the requirements laid down in regulations.

Individual Behaviour Support Strategies

Whilst generic approaches to changing behaviour, such as teaching social competence and controlling the environment, play an important part in the management of behaviour, it will frequently be necessary to focus on a particular student's problems, and to devise individual programmes to meet his/her needs.

All our Behaviour Support Strategies: -

- are based on a careful assessment of the student's individual needs
- prescribe the pro-active strategies appropriate to these individual needs
- prescribe the appropriate non-aversive responses to the behaviours exhibited by the student

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- describe any other strategies which might be used in dealing with particular behaviours in particular circumstances with the particular student
- set clear parameters within which staff must operate these strategies, taking account of the personal needs of the student
- are reviewed on a regular basis to evaluate their effectiveness, and to identify further areas where attention may need to be given.

The Behaviour Support Strategies will only prescribe procedures that are consistent with Forum School policy. We believe that it is good practice to obtain parents/carer's written agreement to the Behaviour Management Plan that relates to their son/daughter

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The outcomes designated for every child are derived from the 'Help Children Achieve More' agenda and remain valid:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances. Improving outcomes for all children and young people underpins all of the development and work undertaken at The Forum School.

Additionally, we aim to provide a supportive, therapeutic environment and a range of opportunities within which students can develop self-esteem, self-advocacy, personal dignity, confidence, maturity and enjoy positive relationships leading to an optimum quality of life.

The school has developed its own assessment tool, combining Education, Care and Therapeutic provisions. E-GAP (Education – Global Assessment of Progress) will provide a measure of progress across all disciplines in a holistic way.

Individualised plans are designed to meet specific needs and these plans form the basis of the three-way partnership between student, family/other relevant parties and staff. Other documentation and assessments include:

- IEP (individual education plan - covers therapy and care targets)
- Behaviour Support Plan
- Individual Risk Assessment

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- Risk Reduction Plans
- B-squared - academic subject specific assessments
- CASPA – comparative, national assessment
- Speech and Language Therapy – Children’s communication checklist (Bishop), Spence social skills questionnaire, Derbyshire LS if appropriate
- Occupational Therapy - Sensory Profile Care-givers questionnaire (non-standardised), Clinical Observation of ASD and severe learning difficulty, High-functioning clinical observations
- Psychology - Strengths and Difficulties Questionnaire, Developmental Disabilities Children’s Global Assessment Scale (DDCGAS), Psycho Educational Profile -3 (PEP-3), Leiter R, Adaptive Behaviour Assessment System – Second Edition (ABAS), Weschler Intelligence Scale for Children 3 (WISC III)
- Riding Therapy – baseline assessment and then individual programmes devised
- Medical assessments – overseen by the School Nurse, medical/well-being needs continually reviewed in consultation with Consultant Paediatrician, GP, Consultant Psychologist and Consultant Psychiatrist
- Ophthalmic and dental needs are monitored annually with professionals either visiting the school to carry out examinations or students accessing community facilities.

All assessments are reported in the Annual Review documentation and shared with parents and other professionals. This multi-disciplinary team work together to provide baseline assessments of need on student admission and then individual programmes are drawn up and shared across the staff teams.

Risk Assessments in relation to Behaviour Management

It may be, in certain circumstances or with certain students, that there will be an element of risk inherent in the procedures used to manage behaviour. The use of physical force to control or restrain is the most obvious, but by no means the only example of such risk. The risk may be to the student himself/herself, to the members of staff involved, to other people at the scene, or to property. In this area too, the Forum School has developed and published guidance for all concerned (Risk Assessment – Behaviour Management). All staff at The Forum School adhere and subscribe to these guidance notes, and by adhering to them believe we are doing everything possible to safeguard all those for whom we have responsibility.

In formulating each risk assessment we are, as fully as possible, careful to consult and seek advice from other professionals. In particular we are careful to take into account any medical or psychological factors that might be significant, as well as paying sensitive regard to social, cultural and ethnic considerations which might increase risk to a student’s well-being.

Recording and Reporting

In accordance with the requirements of regulations, and of the Forum School policy on The Management of Behaviour, we have well-considered and carefully followed set of procedures for recording and reporting matters pertaining to the management of behaviour. Examples of monitoring forms and graphs can be seen in Appendices.

In order to maintain a high standard of care and ensure physical intervention is kept to a minimum, student behaviour and staff’s responses to that behaviour is well documented and reviewed. During the Internal and Annual Review process, when applicable, decisions are made with regard to the level of physical intervention necessary for the individual student.

Training

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In accordance with The Forum School policy on the management of behaviour, all staff undertake training programmes that provide them with appropriate knowledge and skills, and seek to promote the attitudes needed to participate fully in the implementation of this policy. Whether it be training in approved physical interventions; all staff undertake comprehensive programmes that teach them, not only the practical elements, but also the guiding philosophies behind such interventions. The Forum School maintain a full complement of accredited trainers to ensure that such training is, whenever possible, available in-house to our staff. At The Forum School we believe that no matter how comprehensive and well-considered our policies and procedures may be in this very important area, they will only work if implemented by staff that are knowledgeable in the field of ASD, and staff who understand and support the underlying principles of our policies and procedures, and who have the necessary skills to carry out its implementation.

School rules are based on respect, accountability and concern for others. We feel they promote a sense of community and collective responsibility with the school. In having rules we hope to ensure the health and safety of the student whilst providing a happy and stable environment for staff and students. However the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We aim to teach students to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development. Whilst we would expect all staff to provide mutual support, there is a hierarchy of referral via key worker through to the Principal. In serious cases, staff should enlist the support of colleagues and senior staff, whilst maintaining their involvement and responsibility.

Students learn best when:

- Everyone enjoys coming to school, feeling valued and respected
- They are motivated and inspired to succeed
- Their efforts and achievements are recognised, and celebrated
- Their learning experience is meaningful and varied, stimulated by their own interest which is promoted and sustained
- They are confident within a supportive, secure, structured, well-resourced and well-managed environment
- There are clear, achievable but challenging expectations
- They are actively encouraged to express themselves appropriately and make choices and decisions

Teaching is effective when:

- Good communication is valued by all. We believe that people should communicate with one another with politeness and in ways that show respect for all.
- The needs of the individual leads curriculum planning
- There are accessible, flexible and stimulating strategies responding to students learning styles
- Staff consistently encourage students to achieve their best
- There are expectations for students to take responsibility for their own behaviour where appropriate
- It co-ordinates the advice of all the disciplines involved with the child
- Systems are monitored, assessed and reviewed

The Role of the Principal

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The Principal's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. The Principal has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the Principal who is expected to ensure the implementation of the above aims and additionally to:

- make provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and
- familiarise new staff members with the school's behaviour policy and guidelines for behaviour.

The Class Teacher and Classroom Management

The class teacher has prime responsibility for pastoral care. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning. Well planned, interesting and demanding lessons make a major contribution to good behaviour. Staff are supported with effective classroom management strategies to ensure effective behaviour management. Within the classroom, student will be given the opportunity to take responsibility and to use their initiative for the good order of the class. The general practice of classroom management involves many rewards being given to student on a daily basis..

The Role of All Staff

All staff are expected to encourage good behaviour and respect for others in students and to apply all rewards fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.

All Staff should:

- have high expectations for student including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, trusting, supportive and constructive relationships with them;
- hold positive values and attitudes and adopt high standards of behaviour in their professional role;
- communicate effectively with parents, colleagues and carers, conveying timely and relevant information about attainment, objectives, progress and well-being;
- have a commitment to collaboration and co-operative working where appropriate;
- manage student's behaviour constructively by establishing and maintaining a clear and positive framework for behaviour, in line with the school's behaviour policy;
- use a range of behaviour management techniques and strategies, adapting them for individual needs as necessary to promote self-control and independence of student and cooperation through developing their social, emotional and behavioural skills and
- ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

The Role of Parents

Our schools strongly encourages an ethos and culture where by there is clear communication with, and the support of parents. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the

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cause and to decide jointly how to respond appropriately. By working collaboratively with parents, student receive consistent messages about how to behave at home and at school. We expect parents to encourage their student to support the school rules, their child's learning, and to co-operate with the school.

Standards of Behaviour

All staff are expected to promote good behaviour and self-discipline amongst students and to deal appropriately with any unacceptable behaviour. Through regular discussions at staff meetings, the school endeavours to ensure that staff apply all standards fairly and consistently.

The School Environment

We are well aware of the impact of the school environment on the behaviour of our student. If we are to raise self-esteem and demonstrate the value of each individual member of our school, then we must make sure that this is reflected in the appearance of the school. The care and sensitivity with which student's work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all. Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around.

We wish to promote a school environment where:

- all students have a right to work in a calm, undisturbed, supportive and purposeful atmosphere;
- positive self-esteem is encouraged along with concern for the well-being of others;
- the attitudes and values with reference to Spiritual, Moral, Social Education (SMSC), Personal Social Health and Economic Education (PSHEE) and Citizenship lessons permeate the school day;
- high expectations, both in work and in play, create a positive attitude to learning for life;
- all have a right to attend school without the fear of being bullied;
- praise rather than blame, is the norm;
- they should also adhere to the school uniform/dress code

Expectations.

These are:

- to promote the well-being of self and the school community;
- to encourage the development of personal independence and responsibility;
- to promote the creation of an atmosphere conducive to learning.

Our school is opposed to discrimination on the grounds of sex, race or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals.

This school is opposed to any form of open, or concealed, racism or racist behaviour. All students, staff and parents have a right to be treated equally regardless of ethnic origin, colour or religion.

Rules are deliberately few in number and should be stated positively and clearly.

Code of Conduct and Care for Others

In order to maintain a happy, safe, working environment in which staff and students can perform to the best of their ability we expect all members of Our school to conform to the following code of conduct.

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- The School will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the School.
- Any incident of bullying should be reported to an adult immediately. (Please see school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and sanctions for the perpetrator decided upon, support should also be extended to him or her in the form of assistance from the Principal or outside agencies.

Intentional damage to School or personal property may result in contact with parents to seek reimbursement of the cost of repairing the damage.

Rewards

Throughout the school, good behaviour is promoted at all times. Our School believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise student's self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise students and, where appropriate, reward them for good behaviour and good work. The particular and individual challenges faced by student mean that staff should actively seek out examples of appropriate and socially acceptable behaviour, identify and acknowledge that behaviour and then reward it. Care should be taken to affirm student who are "always good". They should not feel that the occasional badly behaved child is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded.

Practical praising strategies with specific reference to ASD:

- Praise what the child has done rather than the child himself
- Be specific with praise – focus on what has actually been achieved (work, behaviour)
- Avoid competition / comparisons with others
- Understand how student like to be praised

We praise and reward student for good work and behaviour in a variety of ways:

- Teachers congratulate student;
- students can work towards a class incentive scheme
- Recognition of personal qualities by peer group through the election of School Council Members etc.
- Staff are encouraged to send outstanding pieces of work and student with their work to the Deputy Head, Principal or other teachers.
- Student can visit other classes to share their good work or may be chosen to share it with visitors.
- Displaying good work around the School.
- Student are given Special Helper roles throughout the school, and encouraged to take pride in their role, and are praised for this. Roles may include snack monitor or leader.
- Student are encouraged to share details of awards and achievements they may have attained outside of school.

The school acknowledges all the efforts and achievements of student, both in and out of school. Students are given the opportunity to take on responsibility throughout the year. Student's successes in all areas e.g. academic, personal, artistic, sporting etc. are always celebrated.

Behaviour Management

The consequences of any misbehaviour should be logically related. Under no circumstances is it appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to

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encourage students to care about good class behaviour. This contributes to community building and fosters pride in the school. Restrictions on the student's natural impulse to explore and develop his/her own ideas and concepts are kept to a minimum.

Sanctions

- Where a student brings in dangerous, illegal items or any items specified with the DfE 2014 *Behaviour and Discipline in Schools* guidance, items will be confiscated and additional searches of property will be made.
- Serious incidents of behaviour and the child must report straight to the Principal, or in her absence, the Deputy Head.

Exclusion *(please refer to the Exclusion Policy)*

We may consider it inappropriate to re-instate a student who:

- Threatened or committed violence against other student/s or staff
- Sold illegal drugs
- Smoked in the vicinity of the school against the no smoking policy of the school
- Stole from the school or a fellow student
- Displayed persistent and malicious disruptive behaviour, including open defiance of authority
- Engaged in sustained bullying of other students

Anti-Bullying

For information of how we deal with incidents of bullying, please see our anti-bullying policy. If a case occurs of severe or persistent bullying, strong sanctions such as exclusion will be implemented.

Managing Student Transition

As an all age school, there is constant communication between the Key Stages. Where a young person is leaving us in KS5 to post 19 placements this development is carefully managed.

Careers

The school's career program is an integral part of the PHSEE / WRL program and consists of lessons, events and activities which are designed to achieve the learning outcomes recommended in the National Framework 11-19 for Careers Education and Guidance in England.

Educational Visits

The Principal may not allow students to participate in an educational visit (including residential visits) if their behaviour at school indicates that the student's presence on the activity will be prejudicial to good order and/or safety.

Serious Misbehaviour: Recording Behavioural Incidents

The school keeps a variety of records of incidents of misbehaviour. The Principal keeps a record of any child who is excluded for a fixed-term, or permanently. It is the responsibility of the Proprietors, to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

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Corporal Punishment

Please note that the use or the threat of the use of ***Corporal Punishment*** is prohibited under Section 131 of the School Standards and Framework 1998. The prohibition applies to all 'members of staff' including all those acting in loco parentis, such as unpaid, volunteer supervisors.

Punishments that are humiliating or degrading will not be used.
The following sanctions / punishments will *never* be used:-

- Corporal punishment.
- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink or enforced eating or drinking.
- Prevention of contact by telephone parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing
- Withholding of any aids or equipment needed by a child.

Concerns about the welfare of colleagues or student should be communicated to the Principal immediately. Remember, these guidelines will protect you, the student and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.

Physical Restraint

In our school we fully comply with the Cambian policy for the ***Management of Actual or Potential Aggression (MAPA®)*** This policy deals with the principles and practice of support given to the individuals in our care by staff in Cambian locations. It also policy outlines the legal requirements and the practical procedures that Cambian Education undertakes to ensure the safety of the individuals in our care, staff, directors, and visitors to our locations. Cambian recognises that within its Locations there are a number of individuals for whom physical and/or restrictive intervention may form part of a range of strategies required to meet their needs and to ensure the safety of others. As is required by the law we do not have a 'no touch' policy.

In our school do not hit, push or slap student. Staff only intervene physically to restrain student to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Principal and recorded in the child's personal file. The child's parents/carers/guardians are informed on the same day. Records are kept of when force is used and parents are informed. Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable. See 'Physical intervention policy' for more information.

Involvement of Students

Article 12 of the UN Convention on the Rights of the Child allows student who are capable of forming views to express those views. The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programme to reinforce self-discipline and positive work and behaviour patterns.

The Forum School is committed to safeguarding and promoting the welfare of student and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

Duties under the Equality Act 2010

In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. Particular consideration will be given to those students with special educational needs or disability when considering behaviour, discipline and sanctions including exclusions. The school will take account of any special educational needs when considering whether or not to exclude a student. Students will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the student. Adjustments will be made according to the students' specific needs. All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Single Equalities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability.

THE ROLE OF THE STUDENTS

The Rights and Responsibilities of Students

Our school believes that as a student you have the right:

- to develop to your full potential in every area of school life;
- to be treated fairly and with respect.

As part of these rights, student should recognise the following responsibilities:

Members of the School must not:

- bring penknives or potentially dangerous objects, such as fireworks or cigarette lighters, into school or on school journeys;
- damage property or write graffiti on school property. If damage is caused, because a student has disobeyed instructions, a charge may be levied;
- smoke or consume alcohol in the school or on school trips/journeys;
- bring or consume chewing gum in the school;
- bring any drugs (other than medication) into the school or on School journeys.

Our school is committed to preventing drug misuse. Any instance of possession, use or supply of illegal drugs on school premises or trips will lead to immediate suspension whilst the matter is investigated. The investigation may result in expulsion.

Staff Development and Support

We support our staff in managing and modifying student's behaviour through appropriate training and guidance to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

Managing Student Transition

We carefully manage the transition of our students throughout the school. A particular strength of our school is the relationship staff develop with the students. Because our staff team are in constant communication, any specific student support systems or strategies are seamlessly integrated as each student moves through the school to ensure consistency in their behaviour management.

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Malicious accusations

If an allegation is determined to be unfounded, the school will refer the matter to Student's Social Care to decide whether the student concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Principal will temporarily or permanently exclude the student.

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