

Post 16 Behaviour Policy

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1.0 Purpose

The primary focus of Post-16 Behaviour Policy is for the learners of Hardwick House School's Post-16 Education to become and remain a disciplined and supportive community in which all members, irrespective of ethnic or religious background, appearance, sexuality or ability, can learn and feel safe and encouraged. It should be read in conjunction with the whole school Behaviour Policy.

The objectives of this policy are:

- to ensure that all members of Hardwick House School Post-16 Education, learners, staff and parents, understand their role in contributing to the creation of a safe, stimulating, encouraging and rewarding atmosphere.
- to make clear the standards of behaviour and commitment that Hardwick House School expects from Post-16 learners.
- to outline how Post-16 learners will be praised and rewarded when they reach these standards
- to give a clear outline of consequences where Post-16 learners fail to meet expectations.
- to give clear guidance on how the characters and minds of our Post-16 learners can be nourished and helped to develop and grow.
- to help develop proactive young people who have an understanding and respect for the behaviours needed to live in a multi-cultural, tolerant and well-ordered society.

2.0 Scope

Post-16 Education is both an exciting and challenging time for our learners. There is the significant challenge of completing GCSE and Level 2 programmes and also the challenge of overcoming the barriers to learning caused by autism. For some, this will be the first time that they have returned to a school environment following the breakdown of their previous mainstream school provision. In addition, there is the challenge of preparing learners for further education and making informed choices about future career pathways. Finally, for learners who are new to the school, it also means becoming familiar with a new environment, new people and new teachers.

All members of Hardwick House School Post-16 Education are encouraged to make positive choices which benefit themselves, the school and the wider community. We want the Post-16 learners to not only behave in ways that demonstrate their eagerness to learn, but also exemplify their desire to be good people who think of others' needs and not just their own.

The aims of Post-16 Education at Hardwick House School are broadly the same as those of the lower school:

- 1.** To create a caring environment where learners enjoy a happy and rewarding experience.
- 2.** To value all learners equally and educate each learner to his or her maximum potential. This includes supporting each individual in their strategies for coping with the barriers resulting from their ASD diagnosis.
- 3.** To offer learners a curriculum which is broad, balanced and relevant to their needs and those of society, developing the skills required for an independent adulthood, further and/or higher education and the world of work
- 4.** To foster excellence in both academic study and personal standards, showing courtesy to others at all times.
- 5.** To continuously reassess the aims and objectives of the school with a view to a constant refinement and improvement of the quality of education provided.
- 6.** To create opportunities for learners to take part in school service in order to help

others and give back to the school community.

These aims provide the foundation of all our interactions and behaviour; be it that of a Post-16 learner; a younger learner; or a member of staff.

Hardwick House School expects all members of Post-16 Education to behave courteously and respectfully towards one another in person, on paper, and when communicating electronically. Hardwick House School encourages learners to respect themselves and one another. Where a Post-16 learner falls short of these expectations, they will be challenged by staff to change and grow. Poor choices regarding behaviour will be met with clear and specific advice about how one should improve and mature.

3.0 Relevant Philosophy

The philosophy of Hardwick House School is to put the needs of its learners first and believe it is the right that learners be treated with dignity and respect. The teaching approach is person-centred and, although access to the National Curriculum is in place, we believe its principle focus should be on the unique learning difficulties associated with autism.

The Post-16 Education provision seeks to provide an environment which will assist the young people in their transition to adulthood and shares the goal outlined in 'Support and aspiration: A new approach to special educational needs and disability. A consultation' March 2011 Department for Education:

"Our goal is for disabled young people and young people with SEN to have the best opportunities and support so that as far as possible they can succeed in education and their careers, live as independently and healthily as they are able to and be active members of their communities."

We recognise the major goals of this transition as being part of the 4 main elements set out in the OECD/CERI study:

- 1) Employment, useful work and valued activity.
- 2) Personal autonomy, independent living and adult status.
- 3) Social interaction, community participation, leisure and recreation.
- 4) Adult roles within the family.

The Dearing Report (1996) also emphasises

"education is about developing the talents, abilities and faculties of young people. It is about developing them as human beings...preparing them for citizenship...as well as the world of work."

The Post-16 learners are treated as young adults and are expected to behave accordingly. They are provided with a range of activities and experiences suited their age and adapted to suit individual needs as necessary. Learners are encouraged to question, challenge, disagree, take risks, be assertive, make their own choices/decisions and deal with the consequences. Learners are accorded the privacy and dignity appropriate to their age. Our aim is for all Post-16 learners, where appropriate, to spend some of their time accessing off site learning opportunities and / or work placements.

4.0 The Policy

4.1 Privileges of being in Post-16 Education

Post 16 learners have much more freedom and experience privileges. Unlike other learners in the school, Post-16 learners do not always have a full timetable of lessons. Study facilities, supervised by members of staff are provided and we support learners to develop their independent learning skills. As the senior learners in the school, the Post-16 learners have access to their own learning area where they can meet and socialise at break-times, as well as study during lesson time. The privileges include:

- be allowed to organise their use of independent study periods
- have their own base room
- have access to the kitchen at times outside of break and lunch
- be allowed to bring mobile phones into the school and use them responsibly in designated areas.
- access to a wider range of off site enrichments

4.2 Responsibilities of being in Post-16 Education

With increased privileges comes increased responsibility, and we expect our Post 16 learners to be 'role models' for younger learners and for high standards to be upheld - respect, courtesy, punctuality, attendance, general behaviour. These responsibilities include:

- complete all work to the very best of their ability and meet all deadlines set.
- come to all lessons and registrations on time.
- be fully equipped and ready to learn.
- never distract or prevent others from learning.
- listen carefully and follow staff instructions at the first time of asking.
- speak and act kindly and respectfully to others at all time.
- keep their mobile phone hidden and turned off at all times, except when in designated areas.
- respect and care for our school building and all property belonging to the school and that of others.
- participate in a range of activities beyond the classroom.
- model good behaviour at all times to other pupils within the school.
- only ever eat food in designated areas

4.3 Praise and Rewards for Post-16 Learners

Hardwick House School recognises that young people are motivated to learn by praise, reward and celebration of achievement. Learners should always be commended for good behaviour and staff always endeavour to offer clear and specific verbal praise and recognition.

Staff should recognise learner's special achievements and share such information with other colleagues, parents and members of the Hardwick House School community. Praise must be given for progress and effort, not just high quality work. It must be possible for all learners to receive the same level of positive feedback regardless of their academic development.

Learners might receive:

- Certificates, postcards, emails or letters home
- Verbal praise/comments with the Head of School and / or Directors.
- Features in the school newsletter.
- Displays of work within the school.
- A prize at the end of term given by the Head of School and / or Directors.
- Termly year group reward of an off-site visit of the learner's choice.

4.4 Sanctions and Discipline Procedures

Failure to comply with the general behaviour expectations and responsibilities may lead to sanctions being applied. These could be

- Verbal warnings
- Moved seating in classroom
- Working outside of the classroom, with staff supervision
- Compulsory catch up of work in the afternoon registration de-brief session between 2.30-3.00pm
- Reduced break or lunch period
- Withdrawal of school privileges
- Target setting meetings with parents and learners
- Internal Exclusion
- In extreme circumstances, external exclusion, either fixed term or permanent

4.5 The Role of the Form Tutor

At Hardwick House School, all Post-16 learners are assigned to a tutor group for registration periods and general pastoral support. The Form Tutor meets regularly with each learner to discuss progress and any barriers that they may have to learning or to a social aspect of their lives. Staff work with individuals using a solutions focused model of coaching to help conquer their barriers.

Hardwick House School has a genuine concern for the development and wellbeing of all members of the school community; teachers, support staff, tutors and intervention leads are all available to offer help and support when needed. No learner should feel that they have no one who they can turn to.

4.6 Monitoring

A main focus of Hardwick House School is to address the difficulties experienced by those with an autism diagnosis; this includes their associated behaviours. Progress within these areas is measured through the Autism Education Trust's Progression Framework. This is a tool to document key achievements in 7 main areas based on the findings of research completed by the Autism Education Trust as commissioned by the Department for Education. These 7 areas relate closely to autism 'differences' as described within other autism research materials, and the impact of these on the learner's social, emotional and learning needs, their independence and community participation. The main Progression Framework areas are:

- Social Communication
- Social Interaction
- Social Imagination / Flexibility
- Sensory processing
- Emotional understanding and self-awareness
- Learning
- Independence and community participation

The form tutor and intervention lead, along with all other classroom leads and support staff, contribute to the termly update of each individual learner's Progression Framework.

4.7 Equal Opportunities

All work carried out in Post 16 Education seeks to comply fully with the Hardwick House School Equal Opportunities Policy, in particular:

- That all learners should have equal access to learning opportunities, activities, resources and experiences regardless of race, language, religion, culture, disability, gender, sexual orientation or class.
- That resources, activities, opportunities and experiences should reflect all the above and avoid stereotyping of any group and as much as possible.

5.0 Related Documentation

- Post 16 Education Policy
- Post 16 Anti-Bullying Policy
- Whole School Behaviour Policy
- Equal Opportunities Policy
- Safeguarding Children Policy