Behaviour Policy 2024

Learning to Flourish

To provide Personalised learning experiences so that every child can communicate, interact, grow and develop to the best of their ability. Together with families, we can ensure that our children have the skills and knowledge to manage everyday life as independently as they can and to lead happy and successful lives, through our values of **S**ocialisation, **C**ommunication, **I**nteraction, and **P**lay

Introduction

Behaviour management in a school for pupils with ASD, who could also have associated learning difficulties and complex needs, is focussed on identifying and addressing the individual pupil's need, than with social control and discipline. Children with autism do not easily perceive the structure and purpose of the world they live in, and they experience difficulty in focusing attention on meaningful activities for even a short period of time. They may be hyperactive, or conversely, lethargic, and easily distracted. Their rigidity of thought can lead to obsessive behaviours, such as repeated body movements or fixed interest in an object or activity. Anxieties about physical or social situations can lead to aggressive behaviour. When dysregulated, pupils with ASD may need verbal and physical support to deescalate the situation.

This policy should be read in conjunction with:

- The Positive Handling Policy
- Policy for Supporting Learners with Autism
- Health & Safety Policy

At The Hollies School we aim to be positive and proactive in our practice and use a system of:

Staff training

Reporting

Recording

Monitoring and

Evaluating

Aims

We aim to reduce the barriers to learning that result from behaviours related to autism by

• Identifying and reducing the incidence of events likely to "trigger" challenging behaviours

• Limiting the frequency and duration of challenging behaviours through behaviour management strategies

• Identifying and redirecting obsessive behaviours

• Encouraging pupils to focus their attention on learning activities

Young people with Autism may display challenging behaviour at times. Behaviour can impact on the quality of a learner's life and can prevent access to learning. Careful behaviour management and implementation of recognised strategies can prevent problems developing and is a very high priority at the Hollies school.

All staff receive regular training in behaviour management and are supported by the SLT and behaviour team, with input from other professionals which may include:

- Speech and language therapists
- Occupational therapists
- Educational & community Psychologist
- CAMHS
- School based Sensory Integration
- Paediatricians

Functions of behaviour.

When supporting a pupil who is displaying what could be perceived as negative behaviour, staff analyse possible reasons for why this behaviour might occur. We understand that the behaviour of someone with autism will almost always be about meeting his or her needs. When monitoring behaviour, we record:

- Triggers
- Situation/antecedents
- Frequency
- Time/place
- Duration
- Severity
- What happened afterwards

ABC charts for individual learners are used in classrooms when appropriate. BehaviourWatch is used to record any changes in behaviour, significant or potentially dangerous behaviour. All significant behaviour is reported to both the SLT and the behaviour team. Both the SLT and behaviour beam will provide support and recommendations on strategies to put in place in response to any incidents.

Promoting Positive Behaviours

We use Positive Behaviour Plans to help learners take control of their own behaviour through self/mutual regulation. When developing a Pupil Behaviour Profile, we include:

- Communication strategies
- How pupils can be supported
- The student's strengths
- Possible antecedents (settings/triggers)
- Preventative measures
- Response to behaviour
- Method of monitoring

Teaching and valuing positive behaviour.

We use a range of positive strategies in behaviour management planning, relevant to communication stages, including:

- Developing communication skills
- Teaching negotiation skills
- Changing and adapting the environment
- Increasing structure
- Distraction and replacement of a more appropriate behaviour
- Reward charts
- Social stories

We reinforce positive behaviours in ways which motivate individual learners.

In addition to the above strategies, we treat learners in the following ways in order to help them achieve their best:

- Treat learners with patience and respect
- Use consistent language and strategies.
- Differentiate the level of language used with individual learners.
- Praise frequently
- Avoid negative words and reinforce positives.

Staff complete de-escalation and physical intervention training (Team Teach) so they can support learners safely and effectively, if necessary. When de-escalating a behaviour, staff know that they must to lead by example and set the 'emotional weather' for their classroom.

Reducing complex and challenging behaviour.

The incidence and severity of complex and challenging behaviour directed towards self, staff or other learners will be reduced by:

- Providing high staff to pupil ratios. Learners are assessed and reviewed by the SLT and Behaviour team in consultation with class teams to evaluate the pupil/staff ratios in place.
- Training staff to use behaviour management strategies (including de-escalation techniques) (Team Teach)
- Having consistent and predictable routines, to help avoid learners' anxieties about what happens next.
- Using augmented communication, so that learners understand what is expected of them so that they can express their needs.
- Controlling the physical environment so that purposes and expectations are clear.

- Managing the level of stimulation in the environment created by noise (including speech), lighting, crowds and interior furnishings.
- Providing daily movements breaks to increase fitness and reduce stress.
- Using sensory spaces to promote relaxation, self-regulation and reduce anxiety and stress.
- Analysing learners' individual behaviour to identify possible causes or triggers.
- Ensuring new and temporary staff are briefed about behaviour issues and strategies before working with learners.

Responding to complex and challenging behaviour.

Responses should focus immediately on making sure that everyone involved is safe, then at a later time, with debriefing, problem solving and planning to reduce the behaviour in future.

Strategies to manage challenging behaviours should be adapted to the needs of individual learners and can include:

- Firm and clear instructions to stop, supported by appropriate aids of communication.
- Use of quiet words and calm stance
- The applications of rewards
- Diverting learners to an alternative activity/area
- Withdrawal to a safe area or quiet learning space
- Physical intervention to protect self, other learners or staff.

Obsessive Behaviour

Obsessive behaviours need not necessarily be stopped, unless they are completely unacceptable, pose a danger to self, other learners or take over so completely that the pupil concentrates solely on the behaviour, excluding all other stimulus, and becoming aggressive if the behaviour is obstructed.

Strategies to reduce obsessive behaviours include:

- Reducing the time available for them by providing a personalised and structured timetable.
- Allow allotted time for 'essential' obsessive behaviours during 'choosing time', as a reward for not engaging in it at other times.
- Direct learner to an alternative activity.

Rewards

Rewards are used to help learners to make positive connections between their behaviour and experiences. Reward systems may look different depending on the pupils need. For

example, a pupil may have access to a "now / next" board with a favoured activity or reward, where as another pupil may have a reward after completing a number of activities. Reward systems will always focus on pupils' achievements and not on sanctions for example removing desired objects.

Reward systems are linked to individual learners' personal motivations that may include:

- Being given access to favoured activities/items between learning opportunities.
- Primary reinforcers as appropriate
- Collectables – stickers, cards, figures etc
- Consistently applied phrases/comments that convey praise e.g., "High 5" (linked to our AFL policy)

At no time is deprivation of food or drink to be used as a form of punishment. If a reward is offered, staff must make this reward available to the pupil. This may include the use of a timer to indicate when a desired activity or object has finished.

Bullying

'Bullying' can be defined as being a deliberate hurtful behaviour against those who find it difficult to defend themselves. Learners with autism, by virtue of their impaired social understanding, may engage in behaviours against others that could be construed as being 'bullying' in nature if not in intent. Individual learners may be targeted due to a long-standing association with a past event, or due to a misinterpretation of intent, or because of an individual's low tolerance of behaviours exhibited by other learners, or as a means of eliciting a predictable response from the pupil being targeted.

Patterns of behaviour and common antecedents involved in the targeting of an individual by another, are detailed in the pupil's behaviour support plans. Strategies are consistently applied to help minimise the frequency of incidents and the learner may have specific behavioural targets. Learners are closely supported at all times and where appropriate, specific individuals may be timetabled to spend significant amounts of time away from each other.

Parents/carers are always informed via class dojo or by phone call when incidents involving other leaners have occurred.

Pupil Behaviour Plans

Each learner has a pupil behaviour plan written by their class team and is reviewed as necessary or yearly.

Some learners may have an enhanced risk assessment to support with identified needs. This is completed and reviewed, with parents, in line with any behaviour changes.

Updated behaviour support plans are shared with parents/carers at the start of the year. If management strategies are likely to include positive handling techniques, parents are to be informed and plans are to be updated accordingly.

Positive Handling

All staff in school are trained using the Team Teach method, which is based around current thinking on the psychology of behaviour management, de- escalation and biomechanics.

The Head Teacher authorises who can carry out positive handling.

Only trained staff can carry out positive handling. It must only be used when the learner is:

- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its learners, whether the behaviour occurs in a classroom during a teaching session or elsewhere (this includes authorised out of school activities)
- Self- injuring or placing himself or herself at risk, injuring others or placing them at risk, e.g.: absconding from premises.
- Causing significant damage to property, including that belonging to the learner committing a criminal offence (even if the pupil is below the age of criminal responsibility)

The use of physical intervention must be recorded on an incident form.

Health & safety.

All injuries to staff or learners resulting from the learners' challenging behaviour must be recorded and reported to the SLT, as described in the schools' health and safety policy.

All incidents that involve challenging behaviour, aggression, physical violence, positive handling, the safety of the learner and/or others being at risk should be recorded.

Incidents should be recorded on BehaviourWatch by a member of staff who was involved in the incident and witnessed the events first hand, within 24 hours of the incident taking place. Each incident must indicate clearly the names of all persons involved, place, times and witnesses. The record should be dated and record the time of the incident. Staff must then follow the debrief process as outlined in the Positive Handling – Use of Reasonable Force Policy.

All behavioural incidents by individual learners should be recorded on BehaviourWatch depending on the frequency in which they occur.

Monitoring and evaluation

The behaviour team monitor individual records about frequency of incidents of challenging behaviour, so that they can evaluate the success of behaviour management strategies.

Parents are informed of progress made with the reduction of their child's challenging behaviour.

The head teacher reports issues relating to learners' challenging behaviour to the governing body each term.

Training

All staff receive training in positive handling techniques, (Team Teach) with frequent refresher courses.

New staff should not engage in positive handling prior to training, unless absolutely necessary, and must always be supervised by an experienced and trained member of staff.

All staff have a duty of care to preserve the health and safety of our learners.

Home-school Partnership

Parents and carers are consulted about strategies used in school to manage behaviours. All behaviour plans or plans to support behaviour, are shared with parents.

Teaching Opportunities to reinforce good behaviour.

Staff are committed to reinforcing good behaviour by daily use of praise, rewards and positive behaviour management strategies. This is reinforced across the curriculum and

Classroom strategies will be part of lesson planning and may include separate seating plans, use of structured one to one teaching, multi-sensory approaches and pupil centred rewards.

The SLT and behaviour team will support class teams to:

- Record, analyse and monitor all concerns reported on Behaviour Watch.
- Liaise with parents/carers about student behaviour concerns.
- Refer to outside agencies to further support specific behaviour concerns.
- Feedback to staff on learner behaviour and how learners will be supported.

The Governing Body will:

- Maintain a strategic overview of learner behaviour and behaviour management.

Next Review Date – May 2025