

Turney School

Behaviour Policy

Introduction

Behaviour management in a school for pupils who have autism with associated learning difficulties and complex needs is concerned more with resolving individual needs 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 are easily distracted. They may also resent intrusion into their own world and resist attempts to direct their activities or restrain their behaviours.

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.

At Turney School we aim to be positive and proactive in our practice, and use a system of

- 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” aggressive and/or violent behaviour
- Limiting the frequency and duration of challenging behaviours through behaviour management strategies
- Identifying and redirecting obsessive behaviours
- Directing 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 student's life and can prevent access to learning. Careful behaviour management can prevent problems developing and has a very high priority at Turney School. All staff receive regular training in behaviour management and are supported by the leadership team and other specialists including:

- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologist
- CAMHS

Functions of behaviour

Staff analyse why behaviours might be occurring. We understand 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 students are used in classrooms as appropriate. Where some significant or potentially dangerous behaviour has occurred the staff will complete an incident form and report the incident to a member of the Senior Leadership Team. The SLT provide support and recommendations on strategies to put in place in response to any incidents.

Modifying behaviour

We use Behaviour Support Plans to help students take control of their own behaviour. When developing a BSP we include:

- Communication strategies

- The student's strengths
- Favourite activities and interests
- Targeted Behaviour
- Possible Antecedents (settings / triggers)
- Preventative measures
- Response to behavior
- Method of monitoring
- Review Date

Teaching and valuing positive behaviour

We use a range of positive strategies in behaviour management planning including:

- developing communication skills
- teaching negotiation skills
- changing and adapting the environment
- increasing structure
- distraction and replacement of a more appropriate behavior
- planned ignoring
- time out
- token sheets / reward charts
- social stories

We reinforce desired behaviour in ways which motivate individual students.

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

- treat students with patience and respect
- always remember that the students have a disability and think differently
- joke with them only when we can be sure that they will understand
- shouting and sarcasm by staff are never permitted

- use consistent strategies and language
- differentiate the level of language used with individual students
- frequently use praise
- avoid negative words and reinforce positives
- allow supervised time out if students are stressed

Staff completes de-escalation and physical intervention training (such as Team Teach) so they can support students safely and effectively if necessary. Please see the Physical Intervention and the Quiet Room policies.

Reducing aggressive and violent behaviour

The incidence and severity of aggressive and violent behaviour directed towards self, staff or other pupils will be reduced by:

- Providing high staff to pupil ratios. Pupils are assessed and reviewed by the SLT in consultation with class teachers to evaluate the pupil/staff ratios in place.
- Training staff to use behaviour management strategies (including de-escalation techniques).
- Having consistent routines, to help avoid pupils' anxieties about what happens next.
- Using augmented communication, so that pupils understand what is expected of them and so that they can express their needs.
- Controlling the physical environment so that purposes and expectations are clear, to reduce anxieties about what to do in different locations.
- Managing the level of stimulation in the environment created by noise (including speech), lighting, crowds and interior furnishings.
- Providing daily opportunities for physical exercise to increase fitness and reduce stress.
- Using sensory rooms and individual therapeutic practices to promote relaxation and reduce anxiety and stress.
- Analysing pupils' individual behaviour to identify possible causes or triggers.
- Identifying and applying additional specific measures that reduce the behaviour of individuals and using these to formulate individual behaviour support plans.
- Ensuring new and temporary staff are briefed about behaviour issues and strategies before working with any pupil

Responding to aggressive and violent behaviour

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

Strategies to manage challenging behaviour should be adapted to the needs of individual pupils and can include:

- Firm and clear instructions to stop, supported by appropriate aids of communication.
- The application of rewards and sanctions (e.g. using favourite activities, choosing time etc).
- Diverting the pupil to an alternative activity/area.
- Use of “quiet” words, objects of reference etc.
- Withdrawal to a safe area or quiet-room

- Physical intervention to protect other pupils or staff.

Obsessive behaviour

Obsessive behaviours need not necessarily be stopped, unless they are completely unacceptable, pose a danger to the pupil or others, 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.

However, obsessive behaviour should not be encouraged and it is better to try and avoid the onset of behaviours that restrict the social life of the pupils and the pupil’s family.

Strategies to reduce obsessive behaviour include:

- Reducing the time available for them by providing a busy timetable.
- Allow allotted time for any “essential” obsessive behaviour during “choosing time”, as a reward for not engaging in it at other times.
- Direct pupil to an alternative activity

Rewards and Sanctions

Rewards and sanctions are used to help pupils to make connections between their behaviours and the consequences in order to promote good behaviours and deter undesirable ones.

Reward systems are linked to individual pupil’s personal motivations and may include:

- Being given access to favoured activities/items.
- Primary reinforcers as appropriate – food, drink etc.
- Collectables – stickers, cards, plastic figures, magazines etc.

- Consistently applied phrases/comments that convey praise.

Sanctions are used in a carefully managed ways and may include:

- Periods of 'time out'.
- Withdrawal from favoured activity/item.
- Period of engagement in a consistently applied repetitive activity.
- A period of exclusion from school.

The pupil is made aware of why the sanction is being imposed and what changes in behaviour are needed to avoid future sanctions, as appropriate.
At no time is food deprivation used as a form of punishment.

Exclusions

Occasionally pupils are excluded by the head teacher if their behaviour presents a high risk of injury to others, or themselves.

Bullying

This section should be read in conjunction with the school's Anti Bullying Policy.

'Bullying' can be defined as being a deliberate hurtful behaviour against those who find it difficult to defend themselves. Pupils 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 pupils 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 the other pupil, or as a means of eliciting a predictable response from the pupil being targeted. The potential for "bullying" to occur is reduced by the strategies noted in this behaviour policy.

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 pupil may have specific behavioural targets. Pupils are closely supervised 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 in the home/school diary or by a phone call when incidents involving other pupils have occurred.

Behaviour Support Plans

Each pupil who requires the use of behaviour strategies in addition to normal classroom routines must have a written behaviour support plan.

If the targeted behaviour includes aggression or violence, a risk assessment must be

completed. The control measures to reduce any risk can include environmental factors as well as direct behaviour management strategies.

Updated behaviour support plans are shared with parents/carers. If management strategies are likely to include positive handling techniques, these must be explained in the behaviour support plan.

Any proposed use of a quiet room must be written in the behaviour plan.

Positive handling

This section should be read in conjunction with the school's Positive Handling Policy

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.

Trained staff can only carry out positive handling. It must only be used when the pupil is:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere (this includes authorised out of school activities).
- self-injuring or placing him or herself at risk
injuring others or placing them at risk
causing significant damage to property, including that belonging to the pupil
committing a criminal offence (even if the pupil is below the age of criminal responsibility).
- The use of physical restraint must be recorded on an incident form.

Quiet Rooms

This section should be read in conjunction with the school's Quiet Room Policy

Quiet rooms provide an opportunity for pupils to work through aggressive and violent behaviour without harm to themselves or others. Their use must be tightly monitored:

- A pupil can be placed in a quiet room only if that is the best possible strategy available to protect the pupil or others from harm.
- The interior of quiet rooms must be visible at all times from outside.
- Quiet rooms should be closed using conventional door latches and should not be locked.
- A member of staff must supervise a pupil using a quiet room for 100% of the time spent in the room, either from inside or immediately outside.
- The time a pupil spends in a quiet room must not exceed the minimum required to resolve the immediate danger of harm to self or others.

The Executive Headteacher, SLT and governing body are aware of human rights legislation.

They will not support the restriction of a pupil's right to freely leave a quiet room, unless there is an immediate danger of harm to the pupil or others. The member(s) of staff involved will treat such restriction as a physical restraint.

Any restriction of a pupil's freedom to leave a quiet room should be continuously reviewed and should cease immediately that the danger to the pupil or others is sufficiently reduced. Each use of a quiet room should be decided according to the current situation and should never become a routine activity.

On occasion a pupil may request a period of 'time out' in a quiet room to avoid over stimulation, quiet time, or time away from other pupils. A distinction should be made between time out and withdrawal for each pupil.

Health & Safety

The actions described in the school's health and safety policy must be followed in the event of any injury resulting from a pupil's challenging behaviour.

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

All incidents that involve extremely challenging behaviour, verbal abuse or aggression, physical violence, positive handling, the use of a quiet room or the safety of the pupil and/or others being at risk, should be recorded.

Incidents should be recorded 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 signed

All behavioural incidents by individual pupils should be recorded in class records, depending on the frequency in which they occur.

Monitoring and evaluation

Class teachers keep individual records about the 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 Executive Headteacher, SLT and a member of the governing body will monitor incident forms regularly, to identify trends and to inform strategic planning.

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

Training

All staff receive training in positive handling techniques, with regular and frequent refresher courses.

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

Staff training needs are identified through the performance management programme and development opportunities are provided accordingly. If a member of staff needs further training in behaviour management techniques, this should be discussed with a member of SLT in the first instance.

Home-School Partnership

Parents and carers are consulted about the strategies used in school to manage the child's behaviour.

School staff, parents and carers collaborate in the use of simple sanctions, where this is thought to be desirable. School staff offer suggestions to parents and carers about management of their child's behaviour at home.

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 e.g. through a strong emphasis on the importance of self management in the community.

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.

Roles and Responsibilities

Subject specialist, class teachers and teaching assistants will:

- *Support students using the above strategies*
- *Complete Behaviour Report forms*
- *Ensure the Behaviour Report Forms are given to the Head of School (Inclusion) Joe Hilton, or if not available another member of the senior leadership team.*

The Senior Leadership Team will:

- *Record, analyse and monitor all concerns reported on the Behaviour Report Forms.*
- *Liaise with parents/carers about student behaviour concerns.*
- *Refer to outside agencies to further support specific behaviour concerns.*
- *Feedback to staff on student behaviour and how students will be supported.*
- *Provide the Executive Headteacher with a strategic overview of student behaviour.*

The Executive Headteacher will:

- *Report the behavior analysis and trends to the Health, Safety and Safeguarding Committee and the Full Governing Body.*

The Governing Body will:

- *Maintain a strategic overview of student behaviour and behaviour management.*

Review

The Behaviour Policy is subject to regular review by the Executive Headteacher, and reviewed annually. Changes, updates and modifications will be carried out as required, and shared and monitored by the Governing Body.

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Reviewed by the Governing Body December 2017.

To be reviewed by the Governing Body December 2019