

School Supplementary Guidelines



Title: Behaviour Management

This guidance is to be read in conjunction with related National Autistic Society Policies

Declaration

The Sybil Elgar School does not promote partisan political views. The school will have regard for The Human Rights Act, 1998, The Disability Discrimination Act, 1995, as amended by The Special Educational Needs and Disability Act, 2001, including new duties 2002, and The Principles of the New Code of Practice, 2001, with special focus on Student Empowerment, Parents in Partnership and Consultation and Joint Working initiatives.

In addition the school has regard for the protected characteristics as defined in the Equality Act 2010.

Policy lead (s)	Psychology Department
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Signed Chloe Phillips Principal	

GUIDELINES AND PRACTICE ON THE MANAGEMENT OF BEHAVIOUR

1 RIGHTS OF THE INDIVIDUAL

1.1 All students* at Sybil Elgar School according to the 'Every Child Matters' Green Paper have a right to:

- Be healthy
- Be safe
- Enjoy and Achieve
- Make a positive contribution
- Achieve economic well-being
- Positive regard
- Be treated with dignity and respect
- Express their wishes, needs and opinions
- Informed choice
- Complain
- See models of appropriate behaviour
- Be regarded as people
- Respecting their own possessions, clothing etc.
- Religious and cultural freedom and practice
- Human Rights Act
- The rights included in the "Charter for Persons with Autism"
- Autism-Europe Congress 1992

2 SOCIETY EXPECTATIONS

- 2.1 We aim that our students are accepted and integrated into the wider community as far as possible to ensure social inclusion.
- 2.2 Students therefore have a right to an education that defines society rules and expectations.
- 2.3 We should demonstrate and teach an awareness and respect for other people's rights at all times.

3 COMMUNICATION AND LEARNING

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- 3.1 A student's behaviour is largely governed by the level of anxiety and arousal experienced.
- 3.2 Poor behaviour is often the result of the person feeling frustrated, confused, over-stimulated, under-stimulated and/or unable to communicate.
- 3.3 We will seek to reduce the likelihood of poor behaviour by ensuring that the student has a functional communication system and that our learning expectations of him/her are appropriate.

4 EDUCATION AND CARE PROGRAMMES

- 4.1 All students will have education and care programmes that are appropriate to their needs, abilities, skills and knowledge.
- 4.2 Efforts will be made to ensure that tasks and activities are as age appropriate as possible without compromising the relevance of the programme.
- 4.3 If a student has difficulty in responding to their programme, we will, as a first step, reassess its relevance to that student and re-establish, and revisit its individual plan.

5 MOTIVATION AND POSITIVE INTERESTS

- 5.1 All students learn more effectively if they are motivated, challenged within their levels of abilities and positively rewarded
- 5.2 We will assist our students to learn by using their interests (likes and motivators/distractors) and preferences wherever possible.
- 5.3 In addition to tangible rewards such as favourite foods, positive reinforcers like praise, encouragement, and extensions of privileges, favourite activities and objects will be used to reward appropriate behaviour.

6 POSITIVE BEHAVIOUR PROGRAMMES

- 6.1 Where a student has not responded to the usual positive intervention techniques a separate behaviour programme will be used.
 - 6.1.1 Separate Individual Behaviour Support Plans (ISPs) and Students profiles are drawn and updated on a regular basis to ensure positive behaviour support in all practices.
- 6.2 Parents and carers should be involved at every stage and efforts made to ensure consistency of response to the student.
- 6.3 First the student's education and care plans will be checked to ensure that they are relevant, achievable and up to date.
- 6.4 Any significant medical, maturational, developmental, family or other reasons for the behaviour of concern will be investigated.
- 6.5 In the light of this information and using the evidence of observations and recordings of the inappropriate behaviour, staff will draw up and implement a plan to assist the student to behave more appropriately.

6.6 Advice from the school psychology service can be sought at any stage.

6.7 Training for staff is provided throughout in order to ensure positive approaches to the management of challenging behaviours.

7 MANAGING CHALLENGING BEHAVIOUR – BEHAVIOURS OF CONCERNS

7.1 Sometimes students behave in very difficult, anti social and dangerous ways, to themselves and to others.

7.2 Often this behaviour seems to be unpredictable and without reason.

7.3 It is necessary to protect the individual student, other students and staff in such situations.

7.4 Staff interventions, including physical prompts, should be used if the student's behaviour is potentially dangerous, is socially very unacceptable, or is preventing the learning of himself, or others.

7.5 Staff interventions should take into account the whole person and trying to understand and support the student throughout their difficulties.

8 STUDIO III –specialising in non-aversive interventions in the management of challenging behaviours)

8.1 Staff response to an incident may require the use of physical intervention (PI).

8.2 The response will be the least required to manage the situation safely and will be in line with STUDIO III principles and practice.

8.3 Physical intervention will be limited to occasions when "staff have good grounds for believing that immediate action is necessary to prevent a child from significantly injuring himself, injuring others, or causing serious damage to property."

8.4 Physical intervention should be a matter of 'last resort'.

8.5 Moving to the least restrictive intervention as soon as it is safe to do so.

9 BULLYING

9.1 Sometimes a student will 'target' another student with teasing, taunts, physical aggression, and unwanted attention etc.

9.2 This is bullying, whether intentional or not, and should not be tolerated.

9.3 It will be dealt with in the same way as other inappropriate behaviour.

9.4 Staff arrangements should be made to ensure the protection of the targeted student through close supervision.

10 RECORDING

- 10.1 Notable instances of behaviour, both positive and negative, will be recorded.
- 10.2 These records will be used, with other information, to assess students' progress and to inform programme planning.
- 10.3 Relevant information on students' behaviour will be disseminated to appropriate staff as an aid to management.
- 10.4 Records will be kept in line with the Assessment and Recording Policy.
- 10.5 The behaviour guidelines detail the recording requirements in detail.

11 STAFF

- 11.1 Staff should assist students to manage and improve their behaviour as part of every day school activities.
- 11.1 Helping students to manage their behaviour is just as much a team effort as it is supporting all other aspects of their education.
- 11.2 Staff teams should support each other and have confidence in each other's skills and abilities to manage students.
- 11.3 Staff should provide good behaviour role- modelling for students.
- 11.4 Personal likes and dislikes should not influence staff's management and approach to students.
- 11.5 Staff subject to antisocial behaviour by certain students should not take the issue personally.
- 11.6 Staff should seek help with managing students when necessary; it is not a sign of failure to do this.
- 11.7 Senior staff will have trust and confidence in teachers and care workers ability to manage students.
- 11.8 No guidelines can cover every possible eventuality.
- 11.9 Professional staff are expected to make their own judgements in the light of this policy and to act within the accompanying guidelines.
- 11.10 Staff will be supported when action in good faith follows from such judgements.
- 11.11 Staff should be offered debriefing following serious incidents.
- 11.12 The following judgements can reasonably be expected of staff:

- that the method of intervention will be at the lowest level that is in keeping with the incident that gives rise to it
- that physical intervention will always be reasonable.
- where physical intervention is necessary its degree and duration will be the least required to manage the situation safely and proportional to the circumstances.
- when deciding on the need for action, however rapidly, the risk of danger to persons or property will be considered.
- that the age and competence of the student will be taken into account in deciding on the degree of intervention necessary.

12 PARENTS/CARERS

- 12.1 Parents and carers will be included and consulted about all issues concerning the management of their child's behaviour at every stage.
- 12.2 Wherever possible we will work with parents and carers to establish appropriate and consistent behaviour routines at home and at school.
- 12.3 If the student or the student's carers, parents or advocates have any complaint, which involves incorrect implementation of this policy or its guidelines, they have recourse to the **complaint procedure**. It is in every one's interests that complaints be investigated and resolved as quickly and effectively as possible.
- 12.4 If a student is on a Physical Intervention programme, this will have to be agreed by parents, LEA, Social Services and the School Management Team.

13 TRAINING

- 13.1 Training for staff in behaviour management will take place regularly, at least annually in accordance with the STUDIO III guidelines.
- 13.2 Training in this policy and the guidelines that accompany it will form part of every new staff member's induction programme.
- 13.3 Designated members of staff will have STUDIO III qualifications and receive regular STUDIO III updates.

14 GETTING HURT

- 14.1 No one working at Sybil Elgar School, staff or student, should be physically hurt in any way.
- 14.2 If minor injuries are occurring these should be recorded and the causes investigated. See 'BEHAVIOUR RECORDING' above.
- 14.3 If a member of staff or a child is seriously hurt a member of senior staff must be informed immediately.

15 GUIDELINES REFERENCES

- 15.1 SPELL Approach
- 15.2 'Physical Interventions, A policy Framework' pub. BILD and NAS 1996
- 15.3 BILD Code of Practice 2001
- 15.4 Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders 2002 (DfE, DoH)
- 15.5 STUDIO III –Policy
- 15.6 STUDIO III website – www.studio3.org
- 15.7 'My Progress' NAS
- 15.8 SMSC – British Values - www.doingsmsc.org.uk/british-values/

*For the purposes of this policy and for fluency the term 'student' is used to describe all learners from the Early Years through to the 16-22 Provision