

School / Department	
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### **Introduction**

This policy sets out how NAS Academies Trust ("NASAT") will promote good behaviour, self-discipline and respect, prevent bullying, ensure that students complete assigned work and regulate the conduct of students.

In applying this policy, NASAT schools will take into account its duties under the Equality Act 2010. It will also take into account the needs of students with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

This policy is available on NASAT's website and is available to parents on request.

NASAT's exclusions policy sets out the sanctions available to the school following a breach of the behaviour policy.

### **Ethos**

All NASAT schools provide a caring and supportive learning environment that encourages positive behaviour where all members of the school community feel valued, safe and respected. We consider promoting and teaching positive behaviour as central to ensuring academic achievement, independence and community participation.

Behaviours are functional and communicative acts, which are meaningful because they achieve important results for an individual (e.g. gaining attention or coping strategy). As behaviours serve a communicative function, it is therefore more effective and valid to teach an alternative, appropriate response than to try and stop a behaviour by using aversive techniques. Positive procedures are constructive, in that they teach an appropriate alternative means to achieve the same goal and ultimately build self-esteem.

We aim to understand the underlying factors causing the behaviour in order to respond positively, consistently and effectively. We provide structures and strategies to empower the individual to manage their own behaviour, promote emotional regulation and independence, enhance communication and socialisation and raise self-esteem.

The term behaviour support is used in this document, as opposed to behaviour management, as it implies the need to consider *all* aspects of each student's behaviour, rather than just those identified as 'problem or difficult'. Passive, non-assertive behaviours restrict a student's independence and learning as much as those which are perceived as being 'problem' behaviours. Behaviour that challenges serves a necessary purpose for an individual, as it is largely learned through a history of interactions between the person and the environment.

### **Autism and Behaviour**

People with autism often experience high levels of anxiety, which if not managed appropriately can result in behaviour that can be challenging. People with autism also experience difficulty communicating their needs effectively which may lead to high levels of frustration.

People with autism can behave in ways that hinder their access to opportunities, restrict their social inclusion and adversely affect their quality of life. Working with families to enable the children and young people we support to learn to behave appropriately in different situations is central to achieving our aim of their acceptance and inclusion.

### **Our Approach (MyProgress)**

The values of **SPELL** are central to our ethos and ensure a low arousal, non confrontational approach with empathy for, and understanding of, the young person. Positive Behaviour Support (**PBS**) is used to understand behaviour whilst respecting the individual through a five step process (which relates to the assessment cycle):

- Functional analysis,
- Behaviour support plans that identify settings and triggers, as well as proactive, preventative and reactive strategies,
- Implementation through direct support
- Monitoring and collecting data
- Evidence based evaluation

The **SCERTS** model recognises that most behaviour is a coping strategy and the model aims to develop functional Emotional Regulation skills to maintain the optimum level of emotional arousal (homeostasis) to cope with everyday stress in order to attend, engage and learn.

**TEACCH** aims to increase independence and reduce anxiety through

- Physical structure of the environment
- Personalised schedules
- Independent work-systems
- Visual instruction jigs

### **Terminology / Definitions**

Challenging behaviour can be defined as behaviour of such intensity, frequency or duration that the physical safety of the person concerned or of other people is at serious risk, or the behaviour results in the person only having limited or no access to ordinary community facilities (Emerson). What is unacceptable and challenging behaviour to one person is not necessarily unacceptable and challenging to another and therefore it is our responses to a behaviour that determines whether it is perceived as challenging. Thus it can be defined as any behaviour that hurts, scares or upsets us.

A sanction is a negative consequence applied to unacceptable behaviour (e.g. missing break time or a trip). NASAT promotes a non invasive approach to behaviour support.

While people we support will experience natural consequences, we do not support the use of punishment.

### **Principles**

- We understand that challenging behaviour has a communicative intent. We recognise that the ultimate function of all behaviour is to get needs met. People with autism may have different needs and more limited means of achieving those needs.
- We have a duty to protect and keep safe the individual concerned and the other people around him or her, including other staff.
- NASAT schools are committed to eliminating all forms of discrimination, harassment and bullying as well as promoting equality of opportunity and wellbeing of all students and staff in the school.
- NASAT schools accept that the person has a right to make choices and to express themselves using satisfactory means.
- NASAT schools aim to teach and promote the skills necessary to meet the needs of all individuals to enable them to change the behaviours that tend to stigmatise and isolate them.
- NASAT schools promote a non invasive approach to behaviour support. Young people learn effectively if they are motivated and positively reinforced. We therefore aim to establish environments where praise and encouragement are the norm. We will assist the young people to learn by using their interests and preferences as motivators wherever practicable. In addition to tangible rewards which will be very individual, positive reinforcement such as praise and encouragement, will be used to reward appropriate behaviour. Depending on the preferences of the individual we may also use more public rewards, such as celebrations of success.
- Negative reinforcements and punishments are not successful with most people with autism as we can never be sure that they make the right connection between their behaviour and the negative reinforcement. However, young people learn from experiencing the outcomes of their behaviour, the natural consequences. Providing the individual is well aware of the likely consequences of the behaviour and has the ability to make a choice this is not a punishment or a sanction but is a consequence of his or her behaviour.
- NASAT is committed to making learning motivating and engaging to ensure good attendance. We carefully monitor attendance and where it falls below our target of 90% for any student, we arrange a multi-agency “team around the child” meeting to understand why and to plan actions to address the issue. This may include working in partnership with the Education Welfare Officer and parents.

### **Aims**

We aim to:

- understand the underlying factors causing behaviours, in order to respond positively, consistently and effectively;
- provide structures and strategies to empower the individual to manage their own behaviour, promote emotional regulation and independence, enhance communication and socialisation and raise self-esteem;
- treat all students with respect and fairness even when behaving violently
- provide a caring, safe and supportive learning environment;
- support students to participate in their local community;
- ensure the use of RPI is minimised and continually reduced
- celebrate the achievements of all students.

### **Roles & Responsibilities**

#### **The NASAT responsibilities**

- Ratify and regularly review this policy to ensure it conforms to relevant law and guidance

- Ensure local procedures are in place to effectively implement this policy within the school
- To keep themselves informed through regular meetings with staff and visits to the school
- Monitor the effectiveness of the policy and advise of NAS board of any necessary amendments
- To ensure that any issue that may be perceived as a potential reputational risk to the trading name of the NASAT is referred to the board or NASAT.

#### **The Principals responsibilities**

- Ensure all relevant staff are aware of this policy, receive appropriate training and local procedures are followed
- To implement the policy within the school, ensuring all students have an appropriate behaviour support plan/combined record.
- To ensure effective joint working with partner schools,
- To ensure all staff and volunteers have the appropriate training,
- To ensure adequate staff supervision, particularly for staff who support students in the enhanced provision and students with extremely challenging behaviour.

#### **Responsibilities of school staff:**

- To notify the Principal of any serious incident and to follow the appropriate school procedures concerning incidents and accidents,
- Senior managers are responsible for ensuring all staff are well supported and have the opportunity for post incident debriefings,
- All employees have a duty of care that requires them to act in the young persons' best interest and to treat all young people we support fairly, with respect and understanding,
- All persons have a duty to report any concerns about practice to the Principal, or if appropriate, to the Governors
- To respond to all young people in a calm and positive manner,
- To provide positive role models to all students ensuring that their behaviour reflects the good practice of the school,
- To always make clear that what they would like a student to do rather than over-emphasise what they do not want them to do,
- To value every young person, even if their behaviour needs a high level of support,
- To enable and support students to recognise a range of feelings, both positive and negative and to develop their emotional regulation,
- To work with their team, students, parents and carers to ensure that strategies are developed together and that there is continuity of approach across settings,
- To follow the procedures set out in the appendices to this policy,

#### **Responsibilities of volunteers and students on placement:**

- To follow guidance given,
- To request support and advice when necessary,

#### **Responsibilities of parents:**

- To keep the school informed about concerns, problems and family circumstances which may affect their child's behaviour or well-being,
- To work with staff to plan and implement individual support plans.

**Self injurious behaviour (SIB):** is any behaviour initiated by the individual which results in physical harm to that individual.

- Ritualistic, routine led behaviours are often connected with self injurious behaviour. Physically intervening to stop self injurious behaviour that is part of a routine is often counter productive as the young person being supported may try to complete the

routine later, often when they are in a heightened state of anxiety resulting from the previous prevention.

- Whilst distracting the person can be successful, sometimes the best support strategy is to ensure that they are as safe and as comfortable as possible but make no direct intervention until the episode is over. This usually results in shorter episodes with less likelihood that the self injurious behaviour will escalate and result in more serious injury. Wherever possible such supervision without direct intervention should be agreed with relevant external parties such as parents and local authority. Although interventions will be teacher led, external experts will be consulted for advice for all incidents of self injurious behaviour.

### **Individual Behaviour Plans / Combined Records**

All students have an Individual Behaviour Plan/Combined record to assist in the management of his or her behaviour within half a term of the placement starting. We use the term support as we recognise most behaviour results from unmet needs and therefore we focus on the support to meet needs not the behaviour causing concern. The intention is for people to increasingly be responsible for managing their own behaviour.

Wherever possible students will be involved in the development and implementation of their individual support plans. Positive expectations have a positive effect on the behaviour of others. Every student is of equal value and deserving of the same respect.

Individual Behaviour Plan/Combined clearly identify behaviour(s) that are barriers to learning and positive interaction for the students, the alternative behaviour(s) that serve an equivalent function, the modifications to the environment that the students need, and pro-active and reactive strategies for managing challenging situations.

Individual Behaviour Plan/Combined records can only be effective if those following them, including the child and parents, have ownership of them. Class teams will be involved in their development and implementations. All staff must be fully informed of relevant procedures in order to ensure continuity across all settings and training must be available to address their needs.

### **Restrictive Physical Intervention (RPI)**

NASAT schools promote positive behaviour support. However, there may be rare occasions when it is necessary to use a restrictive physical intervention (RPI) with a student. RPI is defined as physical force that is used to prevent or restrict movement (as opposed to a physical prompt that support or guides movement).

- Staff have a duty of care to keep people safe and must act in the best interests of all the students they are supporting. The school has a duty to ensure the safety of everyone within it.
- Restrictive physical interventions (RPI) will only be used to support challenging behaviour where there is clear and imminent danger and there is no alternative (the TINA principle).
- Non consensual touch may be considered assault when not used in the context of RPI.
- The use of RPI must be reasonable and proportionate to the behaviour and potential harm the behaviour might cause. The use of RPI must be for the least time necessary and apply the minimum necessary force.
- The rights and dignity of students must always be considered.

- Where it has been agreed that RPI is a necessary reactive strategy this will be included on the IBP/CR.
- Any planned RPI strategies used must be carried out according to the principles and guidance of the School's (BILD accredited) training provider (Studio III).
- The use of all RPI will be regularly reviewed, and monitored for consistency and effectiveness.
- Any incident involving the use of RPI must be recorded within 24 hours.
- In the exercise of their duty of care staff may, on occasion, need to use unplanned, emergency restrictive physical interventions that are not included on the student's IBP/CR in response to unforeseen events. In such cases a case review will take place within 48 hours to put measures in place to ensure the situation will not reoccur.

### **Searching and confiscation**

School staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the school. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

A teacher or someone who has lawful control of the child can search a student with their permission to look for any item that the school's rules say must not be brought into school. Principals and / or members of staff authorised by them have the power to search a student without the student's consent if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- Knives or weapons
- Alcohol or drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Articles that have been or could be used to commit an offence or cause harm
- Any other item which the school identifies as an item for which a search may be made

Staff can seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Where appropriate the items seized may be handed over to the police.

Following searching and confiscation of items the school will speak to the parents concerned. Any items confiscated, destroyed or deleted will be recorded by the school.

### **Behaviour offsite**

Students who misbehave on the way to or from the school, or near the school premises, may be disciplined. This also applies to students who misbehave during work experience, school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future students participating.

In addition students who seek outside of school hours to bully or otherwise cause harm to other students at the school whether through cyber bullying or other ways may be disciplined in the same way as if their actions had taken place whilst at the school itself.

### **Assessing, Reviewing, Recording, Reporting and Monitoring**

- All behavioural incidents must be recorded immediately, or by the end of the school day in which they occurred.
- Behavioural data is monitored to ascertain trends and patterns and regularly analysed through computerised systems to assist in ascertaining the effectiveness or otherwise of the behavioural interventions.
- The school will regularly report on incident data for each student and share this information with Governors and parents.
- Every use of a restrictive physical intervention (RPI) arising from a behavioural incident must be recorded immediately, or by the end of the school day in which it occurred at the very latest.
- A member of the SLT and parents/guardians and in the case of LAC student copies sent to LA Virtual Head and Named Social worker must be informed of incident where RPI was used, on the day of the incident.
- Injuries or accidents arising from behavioural incidents must be recorded.
- All serious behavioural incidents should be reported to senior staff immediately.
- The Principal must be notified of any significant increases in incidents and where appropriate this should be investigated

### **Training**

- All staff will receive autism training, safeguarding training and Studio III training as part of their induction.
- All staff will take part regular refreshers and workshops in the appropriate use of RPI

### **Success Criteria**

- All incidents are appropriately recorded and reported
- Our culture is to keep use of RPI to a minimum and it is only used where TINA
- All cases of bullying are dealt with quickly and effectively
- All staff are clear on their duty of care and act appropriately

### **References**

- DE&S/DoH Guidance for Restrictive Physical Interventions. How to provide safe services for people with Learning Disabilities and Autistic Spectrum Disorder 2002
- DfE Use of Reasonable Force. Advice for Head Teachers, staff and governing bodies July 2013
- DfE Searching, Screening, and confiscation: Advice for Head Teachers, staff and governing bodies – January 2018
- DfE Behaviour and discipline in Schools 2014
- BILD Code of Practice for the use and reduction of restrictive physical interventions (third edition) 2010
- Ofsted Below the radar: low-level disruption in the country's classrooms September 2014
- Behaviour and discipline in schools, Advice for Head Teachers and school staff February 2014

- Preventing and Tackling Bullying – Advice for Head Teachers, staff and Governing Bodies' July 2017
- Use of Reasonable Force (DfE, July 2013)
- Behaviour and discipline in schools (DfE, January 2016)
- Education & Inspection Act (2006)
- BILD code of practice for minimising use of RPI (version four)
- Children's Act (2002, 2011)

**Links to other policies**

- Exclusions Policy
- Safeguarding Policy
- Anti-bullying Policy
- Off-site and Community Based Learning.
- Staff Supervision and Management Policy



## Appendix 1 - FACTORS THAT AFFECT BEHAVIOUR INCLUDE:

- **Anxiety:** The behaviour exhibited by people with autistic spectrum disorders is largely governed by the level of anxiety and arousal they experience. If an individual is feeling frustrated and confused they are more likely to behave in an inappropriate manner. The low arousal approach described in SPELL is effective in reducing anxiety in people with autism. The SCERTS framework provides strategies for developing the ability to recognise and manage feelings.
- **Theory of Mind:** because of neurological differences people on the autism spectrum may have difficulty understanding other people's thoughts and feelings which may lead to students not understanding how their behaviour affects others.
- **Communication:** Difficulties with communication, particularly social communication are key. We will seek to reduce the likelihood of inappropriate behaviour by ensuring that each person has a functional communication system, that those supporting the person individualise their communication system and that our expectations of each individual are appropriate.
- **Environment:** We will seek to sensitively and imaginatively manage the environments for the young people we support to reduce sources of stress and thereby reduce the need for behavioural difficulties. The structuring of physical environments as recommended by SPELL, Division TEACCH and SCERTS has been shown to be effective in reducing anxiety and improving people's behaviour by helping them make sense of their environment.
- **Sensory differences:** People on the autism spectrum are likely to have difficulty modulating and processing all types of sensory information, this can lead to hyper or hypo-arousal. Hyper-arousal results in high levels of anxiety, whilst hypo-arousal can result in passivity and under-responsiveness. We will establish any sensory differences that may be limiting an individual's opportunities and arrange to reduce or remove the source of difficulty wherever possible.
- **Emotional Regulation:** Young people with autism often experience high levels of anxiety, over-stimulation and emotional dysregulation that can compromise quality of life. They may not understand the nature of the emotions they experience let alone what causes them. Young people must learn coping strategies to maintain the optimum level of emotional arousal in order to attend, engage or learn. Equally staff must recognise the signs of dysregulation and recognise behaviour (such as rocking) which is actually part of the child's coping strategy if they are to respond appropriately and support the child's emotional regulation. The *SCERTS model* places significant emphasis on monitoring physiological arousal and developing appropriate and functional emotional regulation skills to achieve homeostasis (the optimum level of arousal).

## **Appendix 2 - INDIVIDUAL Behaviour Plans (IBP) /Combined Records (CR)**

All IBP/CRs should be written in line with the following principles:

- The school will use planned, agreed and risk assessed approaches to support challenging behaviour.
- All young people in our school will have person centred support programmes that are appropriate to their needs, abilities, skills and knowledge.
- IBP/CRs are drawn up by the staff who know the person well with advice from other staff and professionals when appropriate. Families and where appropriate, the young person will be consulted on these plans.
- All IBP/CRs identify motivators (likes), triggers (dislikes), proactive strategies and reactive strategies. General support strategies are given as well as specific strategies for all frequent known behaviours. The IBP/CR should be clear and functional to ensure that consistency of behaviour support is achievable across different settings and with different staff.
- The staff team will use functional analysis or motivational assessment to inform strategies and interventions identified in the IBP/CR. All strategies used will carefully monitored. Data will be collected to evaluate the effectiveness (or otherwise) of any strategy used.
- Each student's IBP/CR is reviewed as and when required according to individual need. The relevance and effectiveness of each IBP/CR will be assessed at least annually and modifications made as necessary. Multi-agency IPM meetings provide an opportunity to review the young person's IBP/CR

Before completing an IBP/CR:

1. Identify the behaviour(s): be specific, when identifying the behaviour be very specific, you should always be able to answer yes or no to the question "Is the behaviour occurring now?"
2. Prioritise: is an intervention necessary? Not all behaviour difficulties can, or need, to be tackled at once. Behaviours which endanger the child or others are always priorities.
3. Assess the behaviour: you need to identify when, where, with whom and how often the behaviour occurs. What appears to cause/maintain the behaviour? Think carefully about the environment(s) in which the behaviour is likely to occur. What important results does the behaviour achieve for the students? In what situations does the behaviour never occur?
4. Identify what the students needs to learn – how can the student communicate the same thing and/or regulate their emotional state in a more acceptable way?
5. What motivates the students? Effective re-enforcers are integral to the teaching of new skills.

### Appendix 3: IBP/SC Plan Sampler Template

<b>Name :</b>	DoB: Year group :
Class :	Academic level :

Background / Pen picture:

Strengths, motivators, likes

<u>What makes the person upset? (Triggers)</u>	<u>Warning signs the person is getting upset (Cues)</u>
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Proactive Strategies / Emotional Regulation / Transactional Support (specific to the students not general)

Environment:

Sensory:

Emotional regulation:

Visual support:

Timetable:

Working with others:

Rewards and self esteem:

Reactive Strategies (Specific Behaviour e.g. biting)

1  
How to avoid it (proactive)  
What to do if it happens (reactive)

2  
How to avoid it (proactive)  
What to do if it happens (reactive)

3  
How to avoid it (proactive )  
What to do if it happens (reactive )

## **Appendix 5 – Staff Support**

Teams should 'de-brief' at the end of each day – talking through what has gone well and why, and reflecting upon more challenging situations and how they could be managed the next time they occur. The NASAT promotes reflective practice as a key mechanism to improve how staff manage future challenge situations.

A member of the senior and middle leadership team will be available at the end of each day to provide emotional/practical support for individuals or teams who have experienced a particularly challenging situation during the course of the day.

Regular supervision will be available to all staff. Where situations are particularly challenging, the school will arrange for a clinical psychologist to offer supervision as appropriate.

One of the most important and effective support structures is that which colleagues provide to each other. This may be about reflecting upon a situation or being a sympathetic ear at the end of a difficult day.

When a member of staff has been involved in an incident that has resulted in them being physically hurt or subjected to trauma that person should be released from the classroom for an appropriate period of time.

A member of staff will be on call at all times in order to respond to such situations, e.g. to cover for the person who has had to leave the classroom and/or to provide direct support for that person.

Staff must also support each other whenever difficult incidents occur. It is important that if a colleague encounters another who is managing a difficult situation s/he should be non-judgmental and should unobtrusively let it be known that they are there to support if required. All staff should bear in mind that an audience to a challenging situation is not usually helpful and involving oneself, uninvited, may lead to increasing the sensory stimulation, tension levels and therefore the anxiety of the students.

As a rule it must always be respected that the person primarily involved in an incident is the lead. No member of staff should attempt to assume leadership of a situation, unless asked to do so, regardless of that person's seniority within the school.

Members of staff acting as lead should request help from anyone and any member of staff can take over a situation if asked. It is the responsibility of staff members to recognise when to hand over a situation to a colleague. Being able to do this should be seen as a strength and never a failure.