AUTISM PROVISION BEHAVIOUR POLICY

KSM JUNE 2018

Philosophy

We believe that all behaviour is functional and communicative. This is especially true for students who have difficulty in communicating and expressing emotions. It is our responsibility to support students in developing a lifelong understanding of what is right and wrong and an intrinsic desire to display positive and appropriate behaviours and to self-regulate their emotions.

Aims and Principles

- Students should have opportunities throughout the school day to learn and develop their own resources and strategies in order to communicate their needs and wants in an appropriate manner
- Incidents of negative behaviour should be used as an opportunity to teach appropriate skills and strategies
- Staff responses to negative behaviour and the application of consequences should take into account the student's individual learning and communication needs. Sensory needs and other needs relating to a student's diagnosis should also be taken into account
- Establishing, developing and maintaining positive relationships with students should always be at the forefront of all behaviour support and management
- Adults should look for meaning in student's behaviour in order to understand underlying causes rather than merely punishing
- Through a positive behaviour approach, we seek to:
    - Value the students
    - Understand and meet their individual needs
    - Develop self-awareness
    - Develop self-confidence
    - Develop independence
    - Develop resilience
    - Develop an intrinsic desire to behave positively and appropriately

Positive Behaviour Approach

A positive behaviour approach means that we always endeavour to promote the positive behaviours that we want to see from students, redirecting from the negative behaviours that we want to stop rather than merely punishing. Where students have a communication deficit, we want to teach communication strategies to express emotions and discomfort, replacing communication through negative behaviours. We do this through looking for the reasons for both negative and positive behaviours, thereby promoting choice, inclusion and participation in lessons and the world around the students with whom we are working.

Strategies
Strategies for individual students are listed in their Pupil Profile which is updated termly. These include indications of dysregulation to help preempt and avoid negative behaviour.

Where appropriate and where the student understands, whole school positive behaviour strategies (such as R1 and R2s) and consequences (such as behaviour reports and detentions) may be used. These may be differentiated (such as a short detention with the use of a visual timer) where appropriate and agreed with the class teacher or CTL Autism Provision and relevant mainstream staff, e.g., PAL, form tutor.

Some general strategies which may be used by all staff include (but are not limited to):

- Counting down (from five or ten) using fingers and/or visual supports;
- Redirection or distraction;
- Replacement behaviour, e.g., hi-5, not hitting;
- Removal of attention for negative behaviour;
- Attention and praise for positive behaviour;
- Attention and praise of another student who is displaying the desired behaviour;
- Providing sensory breaks;
- Walk with a purpose (a short walk with a simple running commentary designed to distract, meet sensory needs, build relationship and provide language development opportunities);

If a staff member has utilised the strategies in the Pupil Profile and the above strategies, or if the negative behaviour is escalating, they should refer the student to the class teacher or CTL Autism Provision.

We do not permit the following consequences or actions by staff:

- Any threat that may not be carried out, including an action that may not be permitted by the class teacher or CTL Autism Provision;
- Withdrawal of food or medication;
- Giving of medication not prescribed or ordinarily given to control behaviour;
- Isolation or other strategy that is known to engender fear in an individual student;
- Unsupervised time out;
- Any physical punishment including hitting, slapping, grabbing;
- Any restraint intended as punishment and not in line with the school's policy on Positive Handling.

Analysing and Recording Behaviour
In order to fully understand what students are trying to communicate through their behaviour, it is sometimes necessary to record and analyse the behaviours that are evident.

This will usually be done through an ABC (Antecedent, Behaviour, Consequence) chart. This should be carried out under the instruction of the CTL Autism Provision, class teacher and/or other professional such as Speech and Language Therapist. The analysis of an ABC chart will be carried out by the teacher and/or Speech and Language Therapist. They will make recommendations, adapt the student's Pupil Profile and these will be implemented by al staff.

All significant behaviour incidents should be recorded on an Incident Form and submitted to the CTL Autism Provision.

Incidents where restraint is necessary and/or injury by the student to themselves or someone else has occurred should be recorded on a local authority incident report and recorded in accordance with the school's Positive Handling policy.

Cooling off
Cooling off is a positive strategy which can be used where a student has become dysregulated and needs time out from a situation. It should be used as an opportunity to teach the students alternative strategies and skills for dealing with their dysregulation, e.g., asking for a sensory break, use of toolkits.
Cooling off should be given to the student with the consent of the class teacher or the CTL Autism Provision.
During cooling off, the student must be supervised by an adult. If the student needs to be alone, they must remain in a safe space within sight and reach of the supervising adult.

Sensory Breaks
Many incidents of negative behaviour are due to the student's sensory processing difficulties. For example, a student may behave inappropriately in the dining hall if their hearing is over-stimulated, or a student may jump and push furniture if they have been sitting for too long and their proprioception is under-stimulated.
It is crucial that sensory breaks are built into each student's timetable and longer activities. Information about what strategies work best for individuals will be available in their Pupil Profile. Staff working with individuals should take responsibility for sensory breaks and strategies. If a student needs to leave a lesson for this reason, this should be with the consent of the class teacher.

Use of Transactional Supports
Students with Autism are generally visual learners. Where signs and speech are transient, visuals are permanent and give the student as much time as they need for processing. All behaviour management should incorporate the use of visuals to reinforce what is being said verbally. For example, when removing a student from a room, show them the visual for the room they are going to or the visual for walk or break; when redirecting from negative to positive behaviour, show the student the red/green Don't/Do visual with relevant negative/positive behaviours; when talking to a student who has persistently been displaying a negative behaviour, use a social story.

Restraint

When a student displays behaviour which requires restraint, this should be carried out accordance with the school's Positive Handling Policy.
This will only be in one of the following situations:

- When a student is at risk of hurting themselves or others;
- When a student is at risk of causing significant damage to property;
- When a student is causing significant disorder.

Parents and Carers

Parents and carers should be kept informed of serious incidents and ongoing behavioural issues.
Serious incidents involving restraint should be recorded and reported to parents and carers in line with the school's Positive Handling policy.
Ongoing behavioural issues should be addressed through a positive home/school partnership. It is possible that negative behaviours displayed at school are also being displayed at home. Consistent strategies used between home and school are more likely to be effective.
Communication between home and school relating to ongoing behavioural issues should be addressed by the class teacher or the CTL Autism Provision. In the first instance, the parent should be informed of the issue. This can be discussed to ascertain what the student may be communicating through their behaviour and what strategies have been successful or otherwise at home or at school.

Fixed Term Exclusions

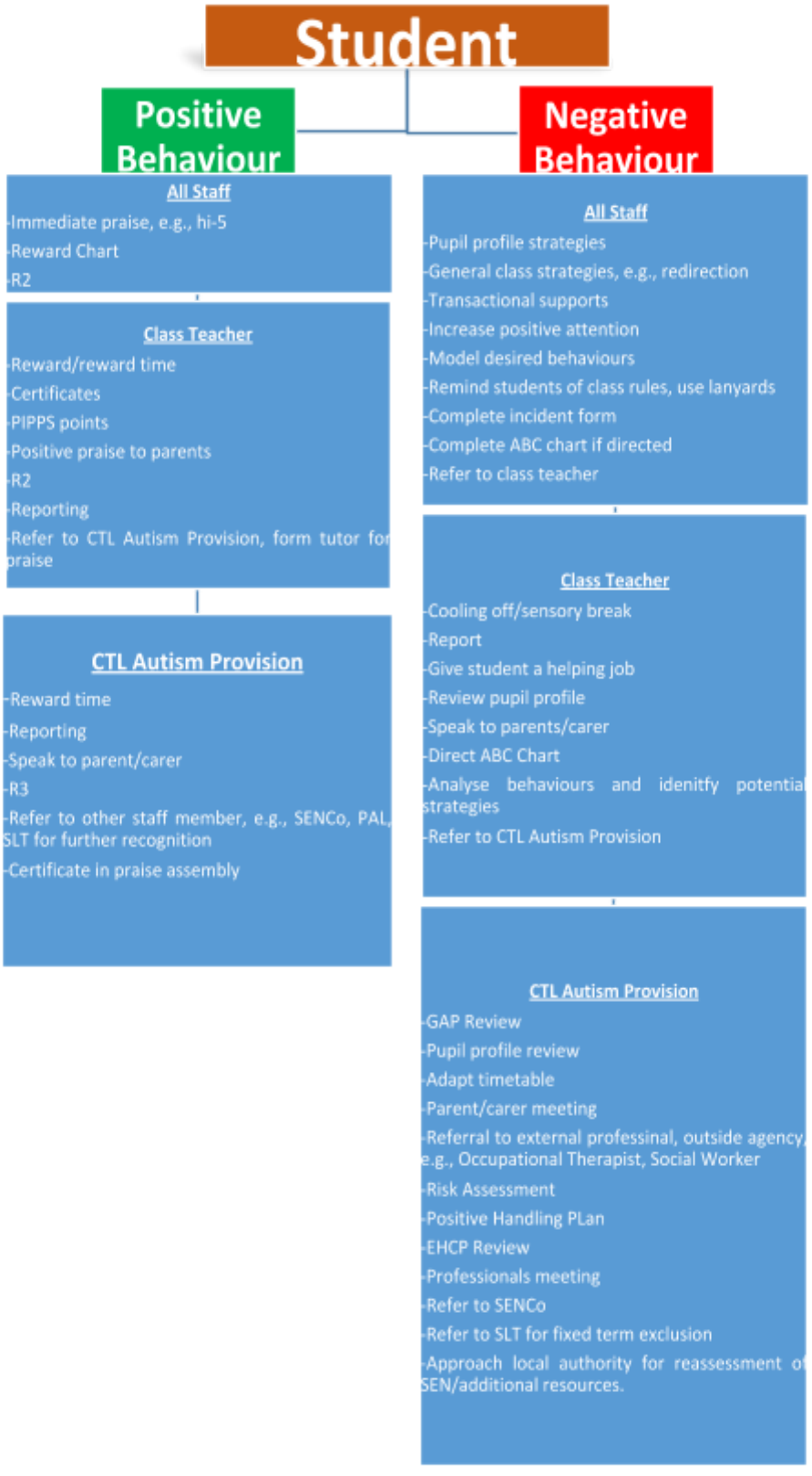
The Autism Provision behaviour policy and procedures will work alongside the school's behaviour policy. In rare cases where students are persistently demonstrating extreme behaviour, it may be necessary to give a fixed term exclusion. This will be decided and carried out by the Headteacher if he deems that either the student understands that their actions are wrong or there is an ongoing risk of harm to staff, students or extreme damage to property. Parents and carers will be involved in the ongoing support of the student to help regulate their behaviour and interventions will be reviewed and adapted where appropriate on the student's return to school.

Placement Breakdown

If all avenues of support and intervention for a student have been exhausted and persistent extreme behaviour continues, the school will need to consider a placement breakdown and refer the student back to the Local Authority SEN section to find alternative provision.

Behaviour Intervention Structure in the Autism Provision

Positive and negative behaviour interventions are always carried out with a view to meeting individual needs. Therefore, responses to both positive and negative behaviours should be tailored to the individual student.



Review June 2019