Spa School Bermondsey Behaviour Policy

This policy has been developed in accordance with the *Equality Act* 2010, Keeping Children Safe in Education 2021 and the Behavioiur and "*Discipline in schools guidance for headteachers and staff*" 2016

Aims
- To create an environment where students feel safe, secure and respected
- To help students understand and manage their own behaviour in ways that are acceptable in the wider society in which they live
- To enable students to develop a sense of self-worth and tolerance and respect for others
- To create a consistent and positive approach to behaviour management throughout the school

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 Spa. All adults are responsible to for supporting pupils with behaviour and all staff receive regular training in behaviour management and are supported by the leadership team and other specialists.

Behaviour as Communication
Challenging behaviour is always seen as a form a communication and it is from this starting point that we support our pupils. Staff have frequent training on communication best practice, we have Communication guidelines visible in every class and we ensure that all pupils have a functioning and valid form of communication available to them at all times.

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 forms 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 Management Team. The

SMT provide support and recommendations on strategies to put in place in response to any incidents.

Modifying behaviour
We use Behaviour Management Plans to help students take control of their own behaviour. When developing a BMP we include:
- Communication strategies
- The student's strengths
- Favourite activities and interests
- Targeted Behaviour
- Possible Antecedents (settings / triggers)
- Preventative measures
- Response to behaviour
- Method of monitoring
- Review Date

BMPs are updated termly or more frequently if the needs of the pupil change. Plans are shared with all working with that pupil and with parents as necessary. A member of the Senior Management Team will support teachers when writing initial BMPs and with their subsequent review.

Sanctions such as playtime or after school detentions are not used at Spa.

We recognise that times of transition and beginning and ends of term can be particularly difficult for many of our pupils. We help reduce pupil anxiety be ensuring that transitions are carefully managed, direct teaching about expectations occurs through the PSHE and Social Communication curriculum and through the use of social stories and visuals.

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 behaviour
- planned ignoring
- time out
- token economies / reward charts
- social stories
- contracts
- direct teaching through the curriculum including Social Communication and PSHE lessons

We reinforce desired behaviour in ways that 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

Many pupils will have some form of reward chart that will reinforce understanding of desired or target behaviours. These reward charts are tailored to individual pupils and will take into account a pupil's special interest or preferred activities. Food is never used as a reward or motivator.

Restrictive Physical Intervention
Restrictive physical intervention is the positive application of sufficient force to ensure, by physical means alone, that a pupil does not cause injury either to themselves, a member of staff, another child or significant property damage. Restraint should only be used as a last resort once all other options have been exhausted.

Staff complete de-escalation and physical intervention training (Team Teach) so they can support students safely and effectively if necessary. *Please see the Restrictive Physical Intervention including Safe Room policy.*

Bullying, including cyber bullying
We do not tolerate bullying, but we acknowledge that many of our pupils may not fully understand how their behaviour impacts on others or be experienced as bullying.
Bullying is never ignored and all incidents are recorded on CPOMS.
E-safety lessons are an integral part of the Computing curriculum and pupils are explicitly taught how to remain safe online and behaviours that are unacceptable both online and through mobiles including WhatsApp and other messaging programs.
Please see the Anti-Bullying Policy for further information

Discriminatory language and incidents
Although rare, incidents which include elements of racism, homophobia, sexist or those which are related to disability, gender presentation or religion are not acceptable within our school's community.
All concerns are recorded on CPOMS and these will be dealt with in line with the school's anti-bullying policy. *Please see the Anti-Bullying Policy for further information*

Exclusions
We take responsibility for the behaviour of the students while at school and don't use exclusion as a tool for expecting parents to modify school-based behaviour. We never permanently exclude pupils. We work closely with parents and carers and other professionals if we are not able to meet a pupil's needs and a change of setting might be required.

Working with families

We work closely with parents and carers in developing positive behaviour. Pupils will often behave very differently in different environments and parents are never be made to feel that the behaviour of their child during school time is their responsibility. A member of the Senior Management Team will speak directly with parents and carers if an incident has occurred at school and will share strategies to be implemented to support pupils.

We work closely with families to share strategies and resources used successfully at school, so that they can be used at home if appropriate. We hold training for parents and carers about supporting behaviour and developing communication. We work with families and external professionals, such as Early Help or Social Care, if families require a Team Around the Family approach to supporting behaviours outside of school.

Managing Pupil Transitions
We are aware that times of transition can be particularly difficult for many of our pupils. To ensure a positive transition to Spa we work closely with primary schools and have a transition program that runs each summer for pupils in year 6. We work closely with partner colleges to ensure pupils have a managed transition when leaving us in Year 14 (or before). We meet with parents and the pupil prior to them starting at Spa and will meet with professionals, including attending Annual Reviews, prior to a pupil joining wherever possible.

Roles and Responsibilities
SMT review all incidents on a daily basis. Half termly and termly reports on incidents including use of physical intervention and safe room use and bullying, sexual, racist and other forms of harassment and compiled and shared.
The Local Governing Body receive monitoring reports each term and approve relevant policies annually.
Chris Nicholson is the named Trustee for Behaviour and Safeguarding. He meets regularly with the headteacher and visits the school regularly.

Policy Review
This policy will be reviewed annually by the Headteacher and Deputy Head and shared with all staff.

Policy Links
This policy should be read in conjunction with:
- Keeping Children Safe in Education (Sept 2021)
- Anti-bullying policy – January 2022
- Restrictive Physical Intervention Policy
- Safe Room Protocol
- Staff Handbook
- ASD Handbook
- Communication Guidelines
- Complaints policy