



Spa School Bermondsey Behaviour Policy

This policy has been developed in accordance with the *Equality Act 2010*, *Keeping Children Safe in Education 2023* and the *Behaviour in Schools: advice for headteachers and school staff 2022* and *Positive Environments where Children can Flourish 2021*

<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish/positive-environments-where-children-can-flourish>

Aims

- To create an environment where students feel calm, 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 behaviours of distress 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 for supporting pupils with behaviour and all staff receive regular training in behaviour management and are supported by the leadership team and other specialists.

We ensure that all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe, feel safe and everyone is treated respectfully.

The Spa Vision underpins our curriculum and our ways of working. We ensure that all pupils at Spa are:

- Happy, safe and healthy
- Developing their communication and independence while learning and achieving
- Are ready for the future

Behaviour as Communication

Behaviour is always seen as a form of 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.

Those with a higher need of support will have a Pupil Support Plan (PSP) written that is reviewed on a half termly basis. The Assistant Headteacher for each key stage leads on the writing, reviewing and implementing of PSPs.

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 by 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.

Pupil Support: 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 although access to cooking lessons are sometimes used when agreed with families.

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, prejudice-based and discriminatory 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, sexism or those which are related to disability, gender 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*

Child-on-child abuse

All staff receive a high level of safeguarding training and are trained in spotting the signs of child-on-child abuse. Staff report all concerns on CPOMS including those that involve reference to online and social media use.

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.

Banned items and searches

If a member of staff suspects a pupil may have a dangerous object with them, they will inform the Head of School immediately. A dangerous object can be defined as any item listed in paragraph 3 of Searching, Screening and Confiscation – Advice for Schools 2023. A plan would be made with the family to ensure the safeguarding of the school community and the safeguarding of that pupil. A pupil may be asked to show the contents of their bags or pockets. In some circumstances, where a risk to the pupil or others had been identified, the pupil's possessions may be checked without their knowledge. We will always work with families in such circumstances. The Head of School would carry out all such searches, once agreed with the Executive Headteacher. If necessary, the Executive Headteacher will authorise another member of the management team to carry out a search. Any search will be recorded on CPOMS and reviewed with the EHT.

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.

Malicious Allegations

Pupils will always be listened to and their safeguarding will always lead staff response. If a pupil makes an allegation, this will be reported to the Head of School immediately and our safeguarding procedures followed. If the allegation is false and malicious, the school will work with the family to identify the function of the behaviour and to implement support for the pupil. This may include making an external referral to an organisation such as The Nest.

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.

Staff Training

All staff complete a seven-week induction program upon joining the school. The induction focuses on supporting pupils with autism including supporting their behaviours. Safeguarding, health and safety and behaviour training is part of the induction. Teachers and TAs have regular training across the year, with sessions being held each Monday. Training includes how to write and implement BMPs, developing communication skills, Functional Behaviour Analysis and supporting behaviour in the classroom. All permanent staff complete two days Team Teach Training and all staff complete an annual refresher.

Leadership and management

The Head of School is responsible for ensuring the behaviour policy is implemented. The Head of School reviews any incidents of physical intervention on a daily basis. The Deputy Head and Assistant headteachers review all incidents for their key stage on a daily basis.

Half termly reports on incidents including use of physical intervention and safe room use and bullying, sexual, racist and other forms of harassment are compiled and shared so that the frequency of such incidents can be reduced and pupils, families and class teams have effective support.

CPOMS is used to record all incidents and all actions taken in response.

The Local Governing Body receive monitoring reports each term and Trustees approve relevant policies annually.

William Page is the named Trustee for Behaviour and Safeguarding. He meets regularly with the Head of School and visits the school regularly.

Policy Review

This policy will be reviewed annually by the Head of school and shared with all staff

Policy Links

This policy should be read in conjunction with:

- Keeping Children Safe in Education (Sept 2023)
- Anti-bullying policy – January 2024
- Restrictive Physical Intervention Policy

- Safe Room Protocol
- Staff Handbook
- ASD Handbook
- Communication Guidelines
- Complaints policy