



## Spa School Camberwell Behaviour Policy

*This policy has been developed in accordance with the Equality Act 2010 and the Behaviour and discipline in schools guidance for headteachers and staff (2016)*

### Aims

- To create an environment where pupils feel safe, secure and respected
- To help pupils understand and manage their own behaviour in ways that are acceptable in the wider society in which they live
- To enable pupils 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

Pupils 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 Camberwell. All staff receive regular training in behaviour management and are supported by the leadership team and other specialists.

### 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 charts for individual pupils 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 Senior Management Team provide support and recommendations on strategies to put in place in response to any incidents.

### Modifying behaviour

We use Behaviour Management Plans to help pupils 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 Camberwell .

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.

### **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 which motivate individual pupils.

In addition to the above strategies we treat pupils in the following ways in order to help them to achieve their best:

- treat pupils with patience and respect
- always remember that the pupils 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 pupils
- frequently use praise
- avoid negative words and reinforce positives
- allow supervised time out if pupils 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.

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

### **Exclusions**

We take responsibility for the behaviour of the pupils 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.

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