



## Behaviour Policy January 2017

### Our Values

As an organisation we believe:

- Staff and Students should feel safe and secure at school
- Adults should model the behaviour they wish to see
- Behaviour should be understood within the context of a young persons' life experiences and experience of autism
- Negative instructions produce negative reactions
- We must always praise more than we punish
- Responsibility for creating a safe and secure community lies with staff and pupils together

### Promoting Positive Outcomes

We will display and refer to the positive outcomes we aim for our students:

- **Respect Yourself and Others**
- **Keep Everyone Safe**
- **Work Hard and Co-Operate**

Our first response to negative actions or words will always be to state the behaviour we want to see eg *"John – we keep everyone safe here"* *"Jane – at Wolfdale we co-operate"*

Staff will always try to phrase instructions in a positive manner. Instead of saying *"don't run"* we say *"Please Walk"*

### Principles and Practice

We intend to achieve these outcomes by:

- Agreeing clear expectations and appropriate boundaries of behaviour
- By modelling these in all our interactions
- By responding in a non-confrontational and low arousal level manner
- Structuring the day through routine and consistency
- Demonstrating empathy and understanding
- Listening to others and showing respect and understanding

Ways that are used to promote good behaviour include:

- Promoting an awareness of the stressors arising from autism that our pupils may experience
- Use of positive language
- Clear instructions
- Frequent sharing of all aspects of behaviour with parents and carers

### Positive Reinforcement



We believe that the basis of all good learning is the quality of the relationships between staff and young people. To this end, all staff at High Impact will seek to develop positive praise based relationships with pupils while taking into account their differing needs.

### **Rewards**

As a school we operate a range of rewards tailored to the pupil's individual requirements. We aim to offer positive feedback at every opportunity and will use knowledge of pupils' special interests to tailor rewards to the individual in the most effective manner. Rewards can include stamps and badges, choice of activity at certain times and access to special interests.

### **Dealing with Challenge**

As all pupils at the school are on the autistic spectrum they can demonstrate a level of challenge in their personal interactions in response to stress. It is the responsibility of our staff to respond appropriately and in the first instance staff will always attempt to resolve issues using a range of de-escalation and redirection techniques. In some cases it may be necessary to intervene with positive handling and all staff are trained in the use of Team-Teach.

### **Using Consequences**

Consequences are used sparingly and as a last resort and are likely to consist only of the withdrawal of privileges for a limited time. We believe that behaviour is changed through modelling positive relationships and providing positive experience. Our aim is to equip students with the skills they need to self-regulate, make positive choices about behaviour and build self-control.

### **Recording Incidents**

We will record all incidents which require input from more than one member of staff e.g. all incidents resulting in a need for positive handling. They will be recorded in the positive handling or incident log.

### **Supporting Staff**

Working closely with young people on the autistic spectrum may impact on staff and as a school we will support each other in securing a healthy work environment for all, with opportunities to debrief with senior members of staff if necessary.

### **Dealing with Risk**

Occasionally some students make experience such a high level of stress and frustration that they can pose risk to themselves and others. As a school we will use the following processes to manage that risk.

### **Risk Assessments**

Risk assessments will be used to make informed judgements about any adjustments that are necessary to ensure a young person can safely access provision at our school.

Initial Risk Assessments should be completed as part of the student assessment process upon arrival at the school. Any member of staff may request that a risk assessment be completed; the ultimate



decision on the necessity of a risk assessment will lie with the Directors. Regardless of the requirement for initial risk assessments, all activities that the pupils undertake will have been risk assessed and relevant assessments linked to the pupils individually; identifying any additional risks they may pose. Any risk assessments completed will be shared with all staff.

### **Physical Intervention**

As indicated in the school's Positive Handling Policy, staff utilise consistent positive strategies to encourage acceptable behaviour and good order.

We use the Team-Teach approach to promote positive and protective handling strategies.

### **Support Following Incidents**

Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible which is important for pupils with Autistic Spectrum Disorder
- Time with a member of staff to debrief the incident.

### **Time Out**

Time out is limited to a few minutes where staff members will have suggested or agreed with the pupil to take a short break from learning, to reduce stress levels and enhance the brain's capacity to think clearly and learn.

Examples: to go together and get a drink of water, practising calming breathing techniques, take part in some Brain Gym or go for an accompanied walk outdoors.

### **Lunch time/break time detention**

We will always seek to resolve situations in an alternative manner to avoid the use of detention but detention in their "own time" is more appropriate for many of our pupils than exclusion, which is notoriously ineffective in changing behaviour.

### **Off-site behaviour**

We can only impose sanctions when the pupil is on the school site or under the lawful control or charge of a member of staff. A sanction could be imposed whilst a pupil is on a trip, but not whilst the pupil is on his journey home from school for instance.

**On very rare occasions it may be necessary to send a child home before the end of their timetabled day in which case the following procedure must be followed.**

- 1) If a member of staff wishes to send home a child they must seek the authorisation of one of the Directors
- 2) Once authorisation has been granted then the following information should be given to the school office.
  - Name of Child
  - Reason they are being sent home



- When they are expected to return
- When the parent will be contacted with a follow up call
- Who will contact the parent with a follow up call.

**Steps 1 &2 above must be undertaken BEFORE the student is told they are being sent home**

3) The School office will include in their conversation the following

- The parent/carer will be given the opportunity to collect their child in person or pay for a taxi
- The parent will be made aware that if they wish their child to walk/bike home they will responsible for their actions on the journey home.

4) The school office will make contact and report the result back to the senior member of staff dealing with the situation.

5) Staff member may now inform the student (wherever possible in private) that they are going home. If a parent has opted to collect the student it may be advisable not to inform the student that they are going home until the parent has arrived.

6) Where a student is being allowed to walk or cycle home they should be accompanied to the school gate.

7) Only those members of staff who are dealing with the incident should be involved, with one other member of staff acting as a discrete observer.

8) When the child has been sent home the senior person in charge should arrange for the appropriate exclusion letter to be written and sent and for the register to be marked accordingly.

9) The senior member of staff dealing with the incident should contact the parent/carer later the same day to ensure the student arrived home safely and arrange for a debrief with the student/parent.

**Wherever possible a student should only be sent home after a crisis point has passed and the child has regained some composure. Sending a child offsite who is angry or still in a hyperactive state is likely to put that child (and supporting staff where applicable) at increased risk of mishap during their journey home.**

**Every effort should be made to avoid sending a student home.**

### **Reintegration**

Upon their return to school the young person should whenever possible go through a reintegration process. This process will differ depending on circumstances but may include:

- A restorative enquiry with the young person and appropriate staff
- The use of affective statements to help the young person understand the impact of their actions
- The agreement of key actions to remedy any harm caused and to avoid repetition of the incident

### **Exclusion**

**Our practise is not to exclude either for a fixed term or permanently, even in cases of extreme challenge as we recognise that it is not an effective method of modifying behaviour. We prefer**



**instead to work with the student and other agencies where necessary to bring about a more positive outcome. We do however recognise the possibility that in some circumstances a student may present such a degree of challenge that the risk to others outweighs the benefits of keeping him or her in school until suitable adjustments have been made.**

In this case the above procedure will be followed but a fixed period of exclusion may be carried out before the return and re-integration of the young person. After meeting with the pupil and parents/carers a behaviour support plan will be put in place alongside close monitoring and support.

**If two further serious incidents leading to fixed term exclusions occur despite these additional measures we will consider permanent exclusion and refer the matter to SENA.**