



Promoting Positive Behaviour Policy

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Contents

Introduction.....	1
Principles	1
The relationship between teaching and learning and behaviour	Error! Bookmark not defined.
Values	2
Ways of presenting, teaching and reinforcing	2
Monitoring, assessment and analysis.....	3
Behaviour management plans.....	3
Multi-disciplinary approaches	4
Role of the school.....	4
School-Parent partnership	4
Exclusion and Health and Safety	5
Use of positive handling	5
Transport to and from school.....	5
Staff support.....	5

Introduction

This document is a statement of the aims, principles and strategies for the promotion of positive behaviour at Autism Bedfordshire. The application of this policy is the responsibility of all staff.

Principles

At Autism Bedfordshire we believe that to enable children and young people to acquire knowledge and skills we need to empower all the children and young people in our care to develop a positive self-image by

- building self esteem
- developing a sense of personal responsibility
- establishing an ethos of mutual trust, dignity and respect,
- accepting each other's differences
- taking pride in our learning environment

- promoting caring and thoughtful attitudes to enable our students to become confident and independent both as learners and as young people in the wider community
- providing a continuum of quality support to meet the individual needs of students, parents and staff
- maintaining clear, consistent communication channels with parents and carers
- creating a calm, safe working environment.
- working in partnership with parents to ensure continuity between home and school.

Values

The values we seek to develop and promote in our children and young people are:

- Self-awareness and reflection
- Self-respect
- Self-discipline/control
- Self-esteem/confidence
- Self-reliance
- Sense of responsibility and duty to others
- Honesty and trustworthiness
- Reliability
- Sense of right and wrong
- Respect for others' rights and property
- Respect for learning and pride in achievement
- Equal opportunities – abilities, race and gender
- Orderly and purposeful atmosphere
- Pride in and responsibility for the school community
- Involvement
- Emotional, spiritual and moral development

Ways of presenting and reinforcing

The best form of behaviour management is to ensure activities have:

- a clear structure
- a punctual start with all materials to hand
- activities that are engaging for the children and young people
- activities designed at a level to reflect the child or young person's needs
- a sense of progression

Staff should also consider the following as a first response to minor behaviour challenges

- Praise
- Use of schedules
- Use of systems to ensure clear communication e.g. timers
- Verbal prompts
- Use of symbols where appropriate

- Credit system
- Use of assemblies and plenary sessions to identify and celebrate good behaviour

Interventions/Sanctions/Consequences

The broad principle would be that there are a variety and hierarchy of interventions that need to be consistent but flexible and managed within each class if possible. These interventions include:

Tactical ignoring

Use of time out to allow pupil to calm down

Restorative justice

Where appropriate reviewing the behaviour when the pupil is calm

In exceptional circumstances, external exclusion (see below for further guidance)

Monitoring, assessment and analysis.

All pupils who present challenging behaviour will have their behaviour monitored. Low level/habitual behaviours will be monitored within class (on Form B2) and more serious incidents on an Incident and Accident Form (B3) so that the class team can analyse the possible causes of the behaviour and monitor the effect of new strategies. Behaviour is reported to the Assistant Head when there has been significant damage or injury, or risk of either, or when positive handling or restraint has been employed.

Behaviour management plans

Key Stage Leaders, together with their teams, will identify any pupil whose behaviour warrants the production of a behaviour management plan. The class teacher will produce a Pupil Behaviour Management Plan (B1) for those pupils so identified.

The Pupil Behaviour Management Plan details:

The level of risk posed

A description of the challenging behaviours

The situations or factors which trigger the challenging behaviours

The precursors to the behaviour – i.e. the early warning signs that the behaviour may be about to occur

Reactive strategies - what can be done to de-escalate

Prevention strategies

Skills which need teaching to replace the need for challenging behaviour

Preferred handling strategies, if applicable

The completed form needs to be signed off by the Key Stage Leader and the parent or carer. The form may need to be shared with other agencies, transport for example, so the parent or carer is asked to sign to confirm that they are happy for this to happen.

Multi-disciplinary approaches

Our work necessarily involves the input of a range of professionals which includes the educational psychologist, education welfare officer, paediatricians, social workers, general practitioners, pupil and family support agencies, therapists and other professionals as required.

Role of the school

The role of the school is to provide:

Dedicated whole staff training on behavioural management

Key staff to lead training and clarify practice and provide support where appropriate.

Team Teach training

To continue to treat behaviour management as an on-going process

To provide regular meetings so that issues can be addressed in a timely and appropriate way, and that staff development can continue.

School-Parent partnership

Behaviour management at school is most effective when it is supported from home. In order for this support to be at its most effective, we want parents and carers to:

Communicate with school in an honest, open, regular and positive way

Share any information with school that may affect a pupil's behaviour in good time so the school can prepare to support the pupil in the most effective way

Be consistent in their behaviour management and support the methods we use at school

Wherever possible, show support for the school in what they are trying to achieve for the pupil by attending meetings, responding to messages home and keeping communication channels open

Model good behaviour for the pupil when dealing with the school

We will endeavour to support parents by:

Communicating in an honest, open, regular and positive way

Giving feedback on the positives as well as the negative aspects of behaviour

Being approachable, confidential, diligent and clear about the strategies we are using at school

Working in the best interests of the pupil

Where requested, share resources and advice

Exclusion and Health and Safety

We try to minimise the use of exclusion because:

It often puts undue pressure on families

It can be damaging to the relationship between the pupil and the school

However, there are exceptional circumstances when the school will have to consider exclusion. The school adheres to the guidance from the DoE. A decision to exclude a pupil permanently will be taken only:

In response to serious breaches of the school's behaviour policy

If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others at the school

A decision to exclude a pupil for a fixed term will be taken only:

After a thorough investigation of relevant incidents

Where the health and safety of the pupil or others has been put at significant risk

Use of positive handling

Staff are trained to use the Team-Teach method of positive handling. This method is in accordance with local and national guidelines. This advocates the use of non-physical, simple de-escalation strategies in 95% of all behaviour management interventions. Positive handling is used in that small minority of incidents where the health and safety of a pupil or the people around them is at risk. Parents are informed on the same day of any intervention which has involved positive handling.

Please see our separate policy on Positive Handling for further details.

Transport to and from school.

There are times when pupil behaviour on school transport can cause problems. The school recognises that it has no jurisdiction over the arrangements for and supervision of home-school transport, but endeavours to work as closely as possible with drivers, escorts, parents and the LA to ensure that the journey is as safe and as pleasant as possible for all concerned.

Staff Support

We acknowledge that the nature of work when dealing with challenging behaviour can be stressful and occasionally dispiriting. The approach taken by the leaders and indeed all staff should be one of supportive collaboration.