



## **Birtenshaw Education Services Behaviour Policy**

Document Title	Behaviour Policy
Reference Number	ED10
Version Number	Version 1
Date of Issue	Sept 2018
Latest Revision	Sept 2020
Distribution	Education staff
Owner	Chief Executive
Policy Lead(s)	Head of Service: Head of School
Department	Education

This policy should be read in conjunction with the Autism Policy and Teaching and Learning Policy.

### **Rationale:**

The aim of Birtenshaw’s Education Services is to *“brighten lives and build futures”*. In order to achieve this aim, pupils / learners need to feel safe and well supported in managing their behaviour and emotions. We recognise that for autistic children and adults and those with speech, language and communication barriers, behaviours almost always have a communication function which needs to be understood. At Birtenshaw we adopt a “Total Communication” approach. Rather than adopt a punitive approach to undesirable behaviours we aim to understand the communication function first and to teach alternative responses. Each pupil / learners’ Communication Passport provides a starting point for staff to understand the link between communication and behaviour for that individual. Promoting and teaching positive behaviour is central to ensuring academic achievement, independence and community participation.

### **Autism and Behaviour**

The triad of impairments associated with people with autism, Social Interaction difficulties, Social Communication difficulties and difficulties around flexibility of thought, can all contribute to behaviours which may be regarded as inappropriate or challenging by some. Autistic people often experience high levels of anxiety and frustration - other factors which can affect behaviour.

Autistic people can behave in ways that hinder their access to opportunities, restrict their social inclusion and adversely affect their quality of life. Working with families and carers to enable the children and adults supported at Birtenshaw to learn to behave appropriately in different situations is central to achieving our aim of their acceptance and inclusion.

### **Aims:**

We aim to:

- understand the underlying factors causing behaviours, in order to respond positively, consistently and effectively;
- provide structures and strategies to empower the individual to manage their own behaviour, promote emotional regulation and independence, enhance communication and socialisation and raise self-esteem;
- treat all pupils / learners with respect and fairness;
- provide a caring, safe and supportive learning environment;
- support pupils / learners to participate in their local community;
- Celebrate the achievements of all pupils / learners.

### **Key Approaches:**

#### **Unconditional Positive Regard**

All pupils / learners are accepted and supported regardless of what they say or how they behave.

#### **Total Communication**

Communication is key. To aid understanding, we ensure language is kept simple and minimal and that where appropriate it is supported by alternative or augmentative communication.

#### **Consistent Routines**

Anxiety can be reduced when pupils / learners know what is expected of them and what to expect. Consistent routines are maintained and any changes are fully explained and planned for using strategies such as social stories.

Visual schedules (Now, Next, Later boards) are used to prepare for changes and to encourage positive behaviours – “when you have finished this work, it will be snack time” or “work then snack”

#### **Sensory Awareness and Integration**

Sensory activities such as rebound therapy, use of swings, swimming pool, pony riding, sensory play, all help to ensure that anxieties are reduced. Pupils / learners

may have an individualised sensory diet to support them in their learning and development if appropriate.

### **Engaging, purposeful and appropriate activities**

Individualised learning plans ensure that planned learning activities are designed to build on interests and preferred learning styles as well as challenge and stretch appropriately. Engagement in positive, enjoyable activities supports the development of positive behaviour.

### **Individual Behaviour Plans**

During the period of initial assessment and transition a behaviour plan will be written and shared with all staff who work with the individual. The plan will be regularly reviewed by the pupil / learner's key worker. The plan should be specific to the individual and should include identified behaviours and the strategies to address these.

At Birtenshaw School Bolton these behaviour plans are completed on SOLAR and encompass behaviour level response proactive and reactive strategies.

### **Strategies that Support the Development of Positive Behaviours**

- Positive reinforcement given appropriately, smile accompanied by phrase – “good counting John”
- The teaching of fun skills,
- Teaching of ‘functionally equivalent’ behaviours – i.e. those that allow the individual to gain similar results to those gained by the less positive behaviour.
- Learning activities and tasks should be intrinsically rewarding wherever possible
- Reward schedules – rewards may be immediate or deferred (pupil / learner gathers points toward a reward). Rewards should always be appropriate for the individual, proportionate and delivered consistently with acknowledgement of age appropriate resources.
- Responsibilities that enhance a person's self esteem
- Clear expectations and boundaries, consistently applied – these should be regularly reviewed and agreed with the individual/group and presented visually wherever possible
- Sharing of success, certificates presented in assemblies, good news home presented via handover/email home.

### **Use of Sanctions**

Sanctions may be applied for repeated or chosen undesirable behaviours. Any sanction must be fair and proportionate and comply with the Birtenshaw Permissible Sanction Policy CP5. In summary they could be:

- Natural consequences, e.g. having to complete an activity before having free time (remembering that breaks are important and to miss them completely can be detrimental and cause further difficulties.)

- Reparation – reasonable ‘making good’ of a situation, e.g. picking up items that have been thrown.
- Loss of a privilege – to be judiciously applied as a last resort

### **Prohibited Sanctions**

- Corporal punishment, including smacking and rough handling
- Withholding of food and drink and force feeding
- Withholding of basic physical comforts such as warmth and appropriate clothing
- The use or withholding of medication
- Inappropriate use of voice and tone
- The use of language which demeans or intimidates the pupil / learner
- Putting pupils / learners out of the classroom unsupervised

### **Restrictive Physical Intervention (RPI)**

There may be rare occasions when it is necessary to use a restrictive physical intervention (RPI) with a child / adult. Staff have a duty of care to keep people safe and must act in the best interests of the all pupils / learners they are supporting. Birtenshaw has a duty to ensure the safety of everyone within each service. “Reasonable force can be used to prevent pupils / learners from hurting themselves or others, from damaging property or from causing disorder.” Dept for Education 2012.

Restrictive physical interventions (RPI) will only be used to support challenging behaviour where there is clear and imminent danger and there is no alternative.

Staff are Team Teach trained and must only use physical interventions/positive handling that they have been trained in and are permitted to use. Any Restrictive Physical Intervention must be within the terms of the Birtenshaw Physical Intervention Policy and must be recorded in the incident book and reported on to parent/carer and where appropriate, social worker.

### **Responsibilities:**

#### **Responsibilities of Executive Head teacher and Heads of Service**

- To implement the policy within the school or college, ensuring all pupils / learners have an appropriate individual behaviour plan.
- To ensure that appropriate risk assessments are carried out and understood by all staff.
- To ensure functional assessments and behaviour support plans are in place for all pupils / learners who require them.
- To ensure effective joint working with other agencies
- To ensure all staff and volunteers have the appropriate training
- To ensure that all staff are well supported and have the opportunity for post incident debriefings
- To ensure adequate staff supervision , particularly for staff who support pupils / learners with extremely challenging behaviour

#### **Responsibilities of education staff**

- To notify the Heads of Service of any serious incident and to follow the procedures for recording and reporting such incidents
- To carry out appropriate risk assessments in order to ensure risks are minimised
- All employees have a duty of care that requires them to act in the individuals best interest and to treat all everyone fairly, with respect and understanding
- All persons have a duty to report any concerns about practice to the Heads of Service.
- To respond in a calm and positive manner
- To provide positive role models to all pupils / learners ensuring that their behaviour reflects the good practice of the school.
- To always make clear that what they would like a pupil / learner to do rather than over-emphasise what they do not want them to do.
- To value everyone even if their behaviour needs a high level of support
- To enable and support pupils / learners to recognise a range of feelings, both positive and negative and to develop their emotional regulation
- To work with their team, pupils / learners, parents and carers to ensure that functional analysis and behaviour support strategies are developed together and that there is continuity of approach across settings.

#### **Responsibilities of volunteers**

- To follow guidance given
- To request support and advice when necessary

#### **Responsibilities of Pupils / learners**

- To work with staff to develop and follow behaviour plans
- To treat others with respect and follow agreed rules
- To enable others to learn

#### **Responsibilities of parents/carers**

- To keep the school informed about concerns, problems and family circumstances which may affect their child's behaviour or well-being
- To work with staff to plan and implement individual support plans

#### **Assessing, Reviewing, Recording, Reporting and Monitoring:**

All behavioural incidents must be recorded immediately, or, if not possible; by the end of the day in which they occurred. Behavioural data is monitored by the Head of Service to ascertain trends and patterns to identify training needs and/or appropriate interventions.

#### **CPD:**

All staff are provided with opportunities for professional development and training in line with the Service Improvement / Development plan and the organisational training needs analysis and strategy. Training needs will be linked to the performance

management process. As part of core training, all staff will receive autism awareness training, safeguarding training and Team Teach.

### **Equal Opportunities:**

Birtenshaw supports the rights of all pupils / learners to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality.

Birtenshaw promotes an ethos of respect for everyone.