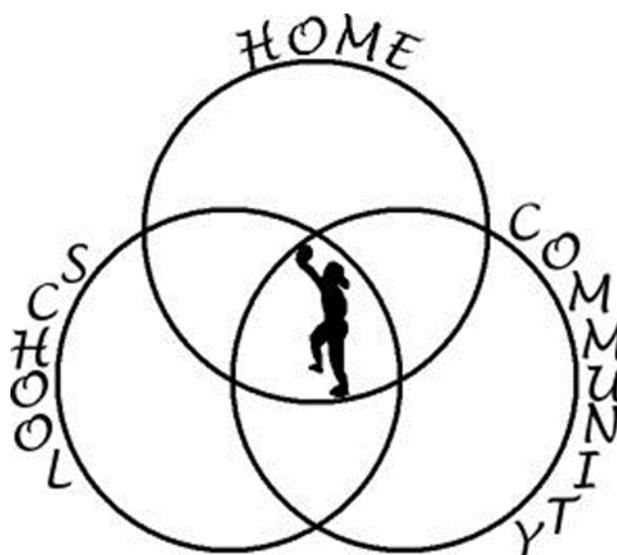


# Lansdowne School

# Behaviour

# Policy



**Adopted: 14.07.2021**

**Review Date: 14.07.2022**

# **Lansdowne School**

## **Behaviour Policy**

### **Introduction**

Behaviour management in a school for students who have autism and speech and language delay/disorder, with associated learning difficulties, including those with complex needs is concerned more with resolving individual needs than with social control and discipline.

Young people with autism do not easily perceive the structure and purpose of the world they live in and they experience difficulty in focusing attention on meaningful activities for even a short period of time. They may be hyperactive, or conversely, lethargic, and are easily distracted. They may also resent intrusion into their own world and resist attempts to direct their activities or restrain their behaviours.

Their rigidity of thought can lead to obsessive behaviours, such as repeated body movements or fixed interest in an object or activity. Anxieties about physical or social situations can lead to aggressive behaviour.

At Lansdowne School we aim to be positive and proactive in our practice of supporting student behaviour, and use the following process to achieve this:

- Reporting
- Recording
- Monitoring
- Evaluating

### **Aims**

We aim to reduce the barriers to learning that can result from behaviours related to autism by:

- Identifying and reducing the incidence of events likely to “trigger” aggressive behaviour and/or violent behaviour
- Limiting the frequency and duration of challenging behaviours through behaviour management strategies
- Identifying and redirecting obsessive behaviours
- Directing pupils to focus their attention on learning activities

All students may display challenging behaviour at times and this can impact on the quality of a student’s life and hinder learning. Careful behaviour management can prevent problems developing and is a very high priority at Lansdowne School. *We take an holistic approach to managing the needs and behaviour of the students through working closely with:*

- Speech and Language Therapists

- Occupational Therapists
- Educational Psychologist
- CAMHS

### Functions of behaviour

It is important to understand why behaviours might be occurring. We understand the behaviour of someone with autism/communication difficulties will almost be about meeting his or her needs. When monitoring behaviour we record:

- Triggers
- Situation / Antecedents
- Frequency
- Time / Place
- Duration
- Severity
- What happened afterwards

### Modifying behaviour

We use a range of strategies to help students take control of their own behaviour which include:

- **Using appropriate** Communication strategies
- **Understanding** The student's strengths
- **Focusing on the students** favourite activities and interests
- **Understanding the** Antecedents (settings / triggers)
- **Ensuring students understand what is expected behaviour**
- **Teaching negotiation skills.**
- **Changing and adapting the environment**
- **Distraction and replacement of a more appropriate behaviour**
- **Planned ignoring**
- **Social stories**
- **Time out**
- **Tick sheet**

We reinforce desired behaviour in ways which 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

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

### **Reducing aggressive and violent behaviour**

The incidence and severity of aggressive and violent behaviour directed towards self, staff or other pupils will be reduced by:

- Providing high staff to **student** ratios. Pupils are assessed and reviewed by the SLT in consultation with class teachers to evaluate the student/staff ratios in place.
- Training staff to use behaviour management strategies (including de-escalation techniques).
- Having consistent routines to help avoid pupils' anxieties about what happens next.
- Using augmented communication, so that pupils understand what is expected of them and so that they can express their needs.
- Controlling the physical environment so that purposes and expectations are clear, to reduce anxieties about what to do in different locations.
- Managing the level of stimulation in the environment created by noise (including speech), lighting, crowds and interior furnishings.
- Providing daily opportunities for physical exercise to increase fitness and reduce stress.
- Using sensory rooms and individual therapeutic practices to promote relaxation and reduce anxiety and stress.
- Analysing students' individual behaviour to identify possible causes or triggers.
- Identifying and applying additional specific measures that reduce the behaviour of individuals and using these to formulate individual behaviour support plans.
- Ensuring new and temporary staff are briefed about behaviour issues and strategies before working with any pupil.

### **Responding to aggressive and violent behaviour**

Responses should focus immediately on making sure that everyone involved is safe, then at a later time, with problem solving and planning to reduce the behaviour in future.

Strategies to manage challenging behaviour should be adapted to the needs of individual pupils and can include:

- Firm and clear instructions to stop, supported by appropriate aids of communication.
- The application of rewards and sanctions (e.g. using favourite activities, choosing time etc).
- Diverting the pupil to an alternative activity/area.
- Use of “quiet” words, objects of reference etc.
- Withdrawal to a safe area or quiet-room
- Physical intervention to protect other pupils or staff.

### **Obsessive behaviour**

Obsessive behaviours need not necessarily be stopped, unless they are completely unacceptable, pose danger to the pupil or others, or take over so completely that the pupil concentrates solely on the behaviour, excluding all other stimulus, and becoming aggressive if the behaviour is obstructed.

However, obsessive behaviour should not be encouraged and it better to try and avoid the onset of behaviours that restrict the social life of the pupils and the pupil's family.

Strategies to reduce obsessive behaviour include:

- Reducing the time available for them by providing a busy timetable.
- Allow allocated time for any “essential” obsessive behaviour during “choosing time”, as a reward for not engaging in it at other times.
- Direct pupil to an alternative activity

### **Rules, Rewards and Sanctions**

Rules, Rewards and sanctions are used to help pupils to make connections between their behaviours and the consequences in order to promote good behaviours and deter undesirable ones.

#### **Rules**

The reward system at Lansdowne is based on the concept of ‘working towards gaining an award’. Students work towards gaining a number of ‘ticks’ on their tick sheet for each lesson. This is based on the schools rules, known as the FRESH rules:

***Follow instructions***

***Right place, right time***

***Everyone deserves respect***

***Stay safe***

***Hands and feet to yourself.***

### **Rewards**

The reward system rewards both individuals and class groups, encouraging students to understand the concept of regulating their own behaviour and working as part of a team.

Students work towards earning:

- Praise postcards which can be spent in the tuck shop
- Becoming star pupil of the week
- Class of the week cup
- Reward trips

Sanctions are used in a carefully managed ways and may include:

- Periods of 'time out'
- Withdrawal from favoured activity/item.
- Period of engagement in a consistently applied repetitive activity
- A period of exclusion from school

***Students are*** made aware off why the sanction is being imposed and what changes in behaviour are needed to avoid future sanctions, as appropriate. At no time is food deprivation used as a form of punishment.

### **Exclusions**

Occasionally pupils are excluded by the Executive Head Teacher if their behaviour presents a high risk of injury to others, or themselves.

### **Bullying**

This section should be read in conjunction with the school's Anti Bullying Policy.

'Bullying' can be defined as being a deliberate hurtful behaviour against those who find it difficult to defend themselves. Pupils with autism, by virtue of their impaired social understanding, may engage in behaviours against others that could be construed as being 'bullying' in nature if not in intent. Individual pupils may be targeted due to long-standing association with a past event, or due to a misinterpretation of intent, or because of an individual's low tolerance of behaviours

exhibited by the other pupil, or as a means of eliciting a predictable response from the pupil being targeted. The potential for “bullying” to occur is reduced by the strategies noted in this behaviour policy.

Patterns of behaviour and common antecedents involved in the targeting of an individual by another, detailed in the pupil’s behaviour support plans. Strategies are consistently applied to help minimise the frequency of incidents and the pupil may have specific behavioural targets. Pupils are closely supervised at all times and where appropriate, specific individuals may be timetabled to spend significant amounts of time away from each other.

Parents/carers are always informed call when incidents involving other pupils have occurred.

### **Behaviour Report Cards**

Individual students are supported through Behaviour Report Cards. When a student finds it difficult to access the curriculum in class, or struggles to follow instructions in the unstructured times, they will be given a Behaviour Report Card. The Report Card will have a number of behaviour targets for the student to achieve. Progress towards achieving these targets will be monitored in each lesson. Students report to a member of the senior leadership team at break and lunchtime to discuss progress and to see if further support is needed.

### **Aggression and Violent Behaviour**

If the targeted behaviour includes aggression or violence, a risk assessment must be completed. The control measures to reduce any risk can include environmental factors as well as direct behaviour management strategies.

Any behaviour causing concern will be shared with parents/carers. The school aims to work closely with parents/carers to support behaviour and outcomes.

### **Positive handling**

This section should be read in conjunction with the school’s Positive Handling Policy

All staff in school are trained using the ‘TEAM TEACH’ method which is based around current thinking on the psychology of behaviour management, de-scalation and biomechanics.

Positive handling can only be carried out by trained staff. It must only be used when the pupil is:

- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere (this includes authorised out of school activities).
- Self- injuring or placing him or herself at risk injuring others or placing them at risk causing significant damage to property, including belonging to the pupil

committing a criminal offence (even if the pupil is below the age of criminal responsibility).

- The use of physical restraint must be recorded on an incident form.

## **Time Out**

It is expected that behaviour will be managed through the strategies above. However, we recognize that there are times when a student will disrupt the learning and well being of other learners and will need to leave the class. A named teaching assistant will always be on duty to support a student in this situation by walking him/around the school for a movement break and if necessary working individually with a student is calm enough to return to class.

## **Health & Safety**

The actions described in the school's health and safety policy must be followed in the event of any injury resulting from a pupil's challenging behaviour.

All injuries to staff or pupils resulting from the pupils' challenging behaviour must be recorded and reported to SLT, as described in the school's health and safety policy.

All incidents that involve extremely challenging behaviour, verbal abuse or aggression, physical violence, positive handling, the used of a quiet room or the safety of the pupil and/or others being at risk, should be recorded.

Incidents should be recorded by a member of staff who was involved in the incident and witnessed the events first-hand, within 24 hours of the incident taking place. Each incident must indicate clearly names of all persons involved, place, times and witnesses. The record should be dated and signed

All behavioural incidents by individual pupils should be recorded in class records, depending on the frequency in which they occur.

## **Reporting, monitoring and evaluation**

All behaviour incidents must be reported on Behaviour Watch. If the behaviour is serious and needs the support of the senior leadership team, it should be reported verbally immediately to the Head of School – Jon Jukes or the Executive Headteacher – Linda Adams and followed up on Behaviour Watch.

Information entered onto Behaviour Watch will be analysed by the senior leadership team to identify trends. Outcomes from the analysis will result in individual targets for students or whole school targets. Jon Jukes will feed back each day on student behaviour.

Jon Jukes will liaise with parents/carers regarding student behaviour.

The Executive Headteacher, SLT and a member of the governing body will monitor incident forms regularly, to identify trends and to inform strategic planning.

The Executive Headteacher will report issues relating to pupils' challenging behaviour to governing body each term.

## **Training**

All staff receive training in positive handling techniques, with regular and frequent refresher courses. ***Desmond Lee is the trained TEAM TEACH instructor.***

New staff should not engage in positive handling, prior to receiving, unless absolutely necessary, and must always be supervised by an experienced and trained member of staff.

Staff training needs are identified through the performance management programme and development opportunities are provided accordingly. If a member of staff needs further training in behaviour management techniques, this should be discussed with a member of SLT in the first instance.

## **Home-School Partnership**

Parents and carers are consulted about the strategies used in school to manage the child's behaviour.

School staff, parents and carers collaborate in the use of simple sanctions, where this is sought to be desirable. School staff offer suggestions to parents and carers about management of their child's behaviour at home.

## **Teaching Opportunities to reinforce good behaviour**

Staff are committed to reinforcing good behaviour by daily use of praise, rewards and positive behaviour management strategies. This is reinforced across the curriculum e.g. through a strong emphasis on the importance of self management in the community.

Classroom strategies will be part of lesson planning and may include separate seating plans, use of structured one to one teaching, multi sensory approaches and pupil centred rewards.

## ***Roles and Responsibilities***

*Subject specialist, class teachers and teaching assistants will:*

- *Support students using the above strategies*
- *Complete Behaviour Watch logs.*

*The Senior Leadership Team will:*

- *Record, analyse and monitor all concerns reported on the Behaviour Report Forms.*
- *Liaise with parents/carers about student behaviour concerns.*
- *Refer outside agencies to further support specific behaviour concerns.*
- *Feedback to staff on student behaviour and how students will be supported.*
- *Provide the Executive Headteacher with a strategic overview of student behaviour. The Executive Headteacher will:*
- *Report the behaviour analysis and trends to the Health, Safety and Safeguarding Committee and the Full Governing Body.*

*The Governing Body will:*

- *Maintain a strategic overview of student behaviour management.*

## Review

The Behaviour Policy is subject to regular review by the Executive Headteacher, and reviewed annually. Changes, updates and modifications will be carried out as required, shared and monitored by the Governing Body.