



WHOLE SCHOOL BEHAVIOUR POLICY

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C O N T E N T S

- 1 Purpose of the Policy**
- 2 Statutory Framework**
- 3 Ethos and Aims of the Policy**
- 4 Implementation**
 - School
 - Parents and Carers
 - Staff
 - Pupils
- 5 School Code of Conduct**
- 6 Reducing Unacceptable Behaviour**
- 7 Sanctions**
- 8 External Agencies**

Appendix A Individual Risk Assessment Form

Appendix B Behaviour Plan and Procedure

Appendix C ABC Incident Log

1. Purpose of the Policy

At Chrysalis School, we understand the particular challenges that face children with autistic spectrum disorders and their parents with regard to behaviour. The principal teaching methodology employed by Chrysalis School is Applied Behavioural Analysis (ABA). The basic theory behind ABA is based on encouragement and reinforcing desired behaviours (positive reinforcement) rather than the disapproval of undesired behaviours, ABA programmes used throughout the school are designed to address the behaviour of each child and recognise their unique needs. Because the children at Chrysalis have communication skills deficits, one of the main aims of the ABA programmes is to provide our children with functional communication skills which empower them to express their needs in a more 'socially acceptable' manner, the behaviour plan procedure explains the way behaviours are reduced in more detail.

However, as well as dealing with behaviour issues on an individual basis, as a school, one of our general aims is to seek to encourage good behaviour wherever possible. Chrysalis School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This policy provides the framework within which everyone should work when seeking to promote good behaviour and is designed to help all who work directly with pupils to make sound judgements and take appropriate actions which are consistent with current legislation and the aims and values of the school.

2. Statutory Framework

This policy should be read in conjunction with other Chrysalis policies, including

- Child Protection
- Health and Safety
- Intimate Care
- Anti-bullying
- Positive handling
- Recruitment and Selection of Staff and Volunteers

The policy incorporates the key requirements of:

- The Human Rights Act, (1998)
- The Special Educational Needs and Disability Act (2002)
- DfES Guidance: Managing Behaviour and Attendance: Groups of Pupils at Particular Risk
- Department of Health/DfES/Autism Working Group: 'Autistic Spectrum Disorders Good Practice Guidance' (2002)
- DfES 'Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties' (Sept. 2003)
- DfES Guidance on the Use of Restrictive Physical Interventions for staff working with Children and Adults who display Extreme Behaviour in Association with a Learning Disability and/or Autistic Spectrum Disorders (September, 2003)

3. Ethos and aims of the policy

The school aims to provide for all children:

- an individual education which addresses each child's needs, based on the scientific principles of behaviour analysis, and designed to emphasise teaching through positive reinforcement, using motivators which are uniquely reinforcing to each individual child
- a supportive and nurturing environment in which staff assist children in the management of their everyday lives, encouraging them to communicate their likes and dislikes and make choices in an acceptable way, as well as using a range of strategies for preventing and "de-escalating" behaviours that precipitate the use of physical interventions
- an all-round, life-skills-based learning experience which enables each child to fulfil his/her fullest potential

- a safe climate of mutual respect within which staff and children feel secure and valued and which enables pupils to develop self-worth, self-discipline and a tolerance of each other, irrespective of race, gender and differing levels of special needs, and which acknowledges that everyone has an important part to play in the school community
- a framework in which staff and pupils can develop positive relationships and where staff provide consistently positive role models for the children, working and interacting together in an atmosphere of security, trust and cooperation

4. Implementation

School

Chrysalis school recognises its responsibility for the safety and well-being of both its staff and pupils. Where they are involved in an activity that could result in personal injury or high levels of stress, the school will evaluate the situation and minimise the risk using the Individual Risk Assessment Form in Appendix A of this document.

Chrysalis school will endeavour to ensure that neither staff nor pupils are exposed to unreasonable risks. It is recognised that responses to physical danger and psychological stress will differ in individuals and the support available, both to pupils and staff, will reflect this.

Wherever possible, the school will adopt an approach of ‘prevention and defusion’ by ensuring that:

- there is a 1:1 staff/pupil ratio at all times to ensure that any unforeseen issues affecting a particular pupil can be quickly identified and defused by the member of staff who is at all times focussed on that child
 - children are taught functional communication skills so that they have the tools to communicate their needs (vocally, through sign or PECS) rather than resorting to inappropriate behaviour.
- pupil’s achievements, behavioural as well as academic, are positively recognised both immediately and in an ongoing way as part of each child’s own ABA programme
- pupils are given clear and consistent messages about appropriate behaviour
- over and above the regular reinforcements that are available to the children through their ABA programmes, exceptional and significant achievement will be recognised and communicated to parents and their work will be valued and displayed in the school, wherever possible
- positive home school dialogue is developed from the outset so that parents and the school can support each other in an atmosphere of trust and mutual respect
- parents are informed about any concerns they may have about a student’s behaviour with a view to working with them to promote positive change and ensure consistency of approach
- attention is given to the effects that the physical environment and teaching styles can have on individual children and reasonable adjustments are made to avoid situations which could potentially cause anxiety-related behaviours
- staff receive ongoing support in the maintenance of good classroom management skills
 - with the support of a consultant and the Principal, an analysis is carried out to determine the function of any inappropriate behaviour. Once the function has been determined, strategies can be put into place to reduce the incidence of the behaviour
 - behaviour plans (see Appendix B) are written for all children to ensure a consistent approach. Data is collected to determine the efficacy of behaviour strategies and changes are made accordingly. Behaviour plans are discussed with parents in advance to ensure parental consent and copies are sent to parents to ensure consistency of approach.
- all incidences of physical restraint are recorded on an ABC Incident Form (Appendix C) – see also our policy on Positive Handling

Parents and Carers

Chrysalis recognises the important role which parents play in the promotion of acceptable behaviour and in providing consistency, continuity and support for the school's aims. We keep parents informed about, and involved, in all aspects of their child's education and parents are encouraged to discuss any concerns with their child's ABA tutor. In addition, termly Individual Education Plan (IEP) reviews are held with parents to discuss behaviour plans and strategies used with the pupil.

Parents are asked to:

- apply methods consistently used at school in the home setting to ensure continuity of provision and promote learning
- maintain appropriate data collection, where necessary (e.g. toileting, ABC charts)
- ensure that their children attend school regularly
- inform the school of behavioural problems they may be experiencing at home
- inform the school of any health issues or medication which may affect the child's behaviour
- inform the school of any trauma or other changes which may affect the child's behaviour
- inform the school if they seek any external advice or support for behavioural difficulties

Staff

Staff need to have consistency in approach. Induction training will include school policies on behaviour management strategies. Each member of staff will be thoroughly trained in ABA methodology as part of their individual professional development programme and will receive 'Team-Teach' training in the care and control of children to provide them with the appropriate level of expertise and support.

For this policy to be adopted in a proactive way in school, good behaviour has to be encouraged on a daily basis. All staff are expected to work as a team within school policies, communicating effectively and in a professional manner.

Staff are expected to:

- act as role models for acceptable behaviour at all times, thus promoting clear expectations of pupil behaviour
- treat all children fairly, making criticism positive and praising regularly and actively
- ensure all voluntary helpers are clear about expected behaviour and that the children comply with adult requests, in as much as they are able
- understand the importance of individual behaviour programmes and the need for risk assessments
- when there is evidence that a child's behaviour falls outside the agreed expectations of staff, intervene at the earliest appropriate time, recognising that early intervention often prevents the development of further problems – still recognising, however, that there may be underlying causes for the behaviour, e.g. medical, social, etc.
- refrain from making snap judgements about the reasons for a child's behaviour and avoid blaming the child or assuming that the child is necessarily acting in a deliberate or intentional manner
- be alert to signs of aggressive behaviour and bullying and deal sensitively with children in distress
- participate in the development of any behaviour programmes for the pupils they are working with and follow the agreed strategy
- raise any concerns or queries about a behaviour programme and/or physical intervention with the Principal
- support one another and be open enough to discuss difficulties honestly with a commitment to seeking a resolution

- refrain from participating in physical intervention or restraint without training from a qualified Team-Teach instructor (other than in the most exceptional circumstances to avert serious injury or danger).

Pupils:

The objectives of the behaviour programmes used at Chrysalis are:

- to develop some level of confidence and self esteem in all pupils
- to provide skills to enable pupils to begin to form effective and worthwhile relationships with other children and staff
- to help pupils learn to manage their behaviour, where such behaviour negatively affects others around them
- to begin to develop in pupils a sense of the need for rules
- to help pupils develop tolerance for others, taking into consideration their different levels of special needs

5. School Code of Conduct

This summarises the spirit implicit in the behaviour we are encouraging and are hoping to see. It applies to all members of the school community, with adults helping pupils to achieve the following aims.

- ✓ to be kind, polite and helpful to everyone in school
- ✓ to behave in a safe way in the classroom, the school in general, and in the playground
- ✓ to respect the rights and property of others and, for those who are verbal, to tell the truth
- ✓ to help those less fortunate
- ✓ to act considerately and practise self-discipline

6. Reducing Unacceptable Behaviour

Any child with a language disorder will find expression of his/her deepest feelings difficult at the best of times. In an extreme situation, when the child is frustrated, such an expression of feeling may be virtually impossible. Additionally the child is likely to be confused and not capable of complex reasoning. Once inappropriate behaviour has occurred it will be monitored and recorded over a suitable period of time. The function of the behaviour will be assessed and suitable behaviour plans put into place. These will be applied uniformly and universally with that particular child.

At Chrysalis we interpret the term “Challenging Behaviour” to mean behaviour which challenges the staff to seek creative and positive ways of reducing this behaviour. It is likely that a child displaying challenging behaviour will be:

- seeking a very high level of individual attention;
- expecting some form of adult intervention and reaction;
- expecting the adult to offer an alternative which will relieve the situation;
- showing a lot of aggression reflective of the emotion which the child is trying to display. This may manifest itself in a “rage”,
- being violent towards themselves or another child or person

Although the high level of attention that all children receive at Chrysalis safeguards others from the potential harmful effects of challenging behaviour, where there is clear documented evidence that particular sequences of events rapidly escalate into serious violence, the use of a restrictive physical intervention at an early stage may be justified provided that it is clear that:

- Primary prevention has not been effective
- Risk assessment is carried out
- Other appropriate methods have been tried without success

Our policy and procedures for restrictive physical intervention can be found in the Chrysalis Positive Handling Policy.

Incidents of racism and bullying are always unacceptable and are recorded in writing in the individual child's records.

7. Sanctions

Sanctions taken against a child, for whatever reason, are not allowed at Chrysalis school. It is the school's policy to teach children high standards of behaviour and for children to conform willingly to the normally accepted and recognised social codes. This aim is achieved by:

- Putting in place the correct strategy to reduce the behaviour, as determined by functional analysis data.
- emphasising the children's strengths at all times
- modelling correct behaviour
- maintaining positive interactions with the staff
- working towards teaching children to self-monitor and self-manage their own behaviour, currently this is taught through behavioural strategies such as 'time out' from positive reinforcement and modelling of correct behaviour, as well as 'differential reinforcement' – the practice of reinforcing correct behaviour and ignoring (not reinforcing) negative behaviour when necessary.

The Governors retain the right to exclude or expel pupils (see Chrysalis exclusion policy).

8. External Agencies

We maintain close links with our consultants, and the other members of the ABA schools forum, and work with educational psychologists and a wide range of therapists to address behavioural issues. Parents will be invited to be part of the process, where appropriate.

Appendix A

Individual risk assessment for (pupil's name)

Please sign below to acknowledge and give permission for positive handling techniques to be used with (PUPIL'S NAME) in an emergency		
Name	print	sign

IDENTIFIED RISK SITUATION	low	med	high	COMMENTS	INTERVENTIONS
Off – site: Level of Support required when moving around					
On-site: sitting in group large groups waiting change of routine lunchtime playtimes moving around the site minibus/staff cars					

OBSTRUCTIVE & AVOIDANCE BEHAVIOURS

Non-compliant in tasks Flops down/resists Runs away in school Sits/lies down					
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DISRUPTIVE & DESTRUCTIVE BEHAVIOURS

Rips/eats paper, destroys displays Destroys, climbs on objects or equipment Plays with water/electricity Attempts to move away from staff/work area					
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AGGRESSIVE & ABUSIVE BEHAVIOURS

Throws objects uses objects violently inserts objects into own orifices Spits, bites, scratches, hits or kicks pulls hair Eats non-edible substances					
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Appendix B: Behaviour Plan

Pupil:

Date last reviewed:

Date created:

Author:

Behaviour			Common antecedents		Proactive strategies	Reactive strategies	Data collection
Name	Definition (as on baseline)	E.g.s	Environmental	behavioral			
Injury to others	Any part of X's body coming into contact with another persons body and causing a physical injury by twisting, digging nails under skin or pulling skin through the forefinger and thumb, or the closure of upper and lower jaw on any part of another's body	Pinching Scratching	To be determined from ABC information and analysis, and Functional Analysis.	Often proceeded by vocal protests, vocal scripting eg "stop that go away, it's finished" and self-stimulatory behaviour. To be determined from ABC information and analysis, and Functional Analysis	Typical environment : See general teaching strategies After antecedents observed: 1) Reinforce correct behaviour. 2) Provide a full echoic for X to vocally explain what he wants. See general teaching strategy for explanation.	Time out – see general teaching strategies. Continue implementing general teaching strategies.	Time out Data ABC data ABC chart (antecedent, behaviour, consequence) Incident form Accident book

Appendix C:

Chrysalis ABC Incident Log
Explanation of how to complete form

Date:	Antecedent	Behaviour	Consequence
Initials:	<i>What happened before the behaviour?</i>	<i>What exactly did the child do? Be descriptive!!! Describe what the behaviour looked or sounded like, at whom or what it may have been directed, etc.</i>	<i>What happened after the behaviour occurred, people's reactions, changes to environment, etc.</i>
Child:			
Start time:			
End Time:			
Setting	People	Activity	Comments
<i>Where and when did the behaviour occur?</i>	<i>Who were the significant people involved or around the child at the time of the behaviour? Note who interacted with the child before, during and after the behavior. Anyone who may have exited or entered the area before, during, or after the behavior.</i>	<i>With what was the child involved when the behaviour occurred?</i>	<i>Anything you feel might be helpful in understanding the behaviour. Personal hypothesis.</i>

Incident No: _____

Date:	Antecedent		Behaviour		Consequence
Initials:					
Child:					
Start time:					
End Time:					
Setting	People		Activity		Comments
Nature of Risk:	tick	External agencies	tick	Supporting records	tick
Injury to person:		Medical Staff:		Accident book:	
Damage to property:		Parent/guardian:		Medical report:	
Criminal offence:		Social worker:		RIDDOR:	
Serious disruption:		Placing authority:		Formal:	
Absconding:		Police:		Statement:	
SIB:		Doctor:			
Physical intervention		tick	Physical intervention (cont.)		tick
Help hug:			2-person wrap to floor		
Wrap to floor:			2-person seated wrap		
Seated wrap:			2-person friendly		
Seated double elbow			2-person double elbow		
			2-person figure of four		

Signed: _____

Date: _____

Checked by: _____