

BEHAVIOUR POLICY

We aim to help our students to manage their behaviours in a way that will enable them to remain calm, dignified and receptive to learning opportunities.

General Statements
Our approach to each individual is based on our knowledge of that student and of their ASD.
ASD students may demand high standards of themselves - and can often be disappointed.
They are usually truthful and often without guilt.
They usually want to please, but may not know how.
Praise can be a powerful tool – most of our children enjoy being praised for their activities and like to demonstrate their achievements to others, especially their families. However, some will react adversely to praise.
Our children are highly emotional, but may not be able to understand or describe their feelings.
We need to be able to support them in situations that are challenging for them.
We need to address behaviours while working towards an educational target. An emphasis must be put on learning and children should be brought back to task as quickly as possible.
We need to work with parents, families and outside agencies to share knowledge and gain understanding of the ASD child.
We recognise that consistency is necessary to manage behaviours successfully and this necessitates the sharing of information through meetings, behaviour drills, home/school books, and day-to-day information exchange through informal discussion.

Which In setting behavioural targets for pupils we need to take their chronological age into account and recognise behaviours are appropriate for them.

Strategies

Visual structure is used throughout the school in order to minimise anxiety and make the environment more meaningful for the student and therefore reduce the likelihood of challenging behaviours.

Classroom structure to ensure controlled behaviours
TEACCH

Use signs and symbols; use a TEACCH timetable, activities and room structure to encourage independence and aid understanding.

We use visual cues for the management of behaviour. These could be:

- Mini-timetables
- Single symbols or photographs
- Objects of reference
- Working towards boards
- Rules

We reinforce positive behaviours while ignoring, where possible, the behaviours we aim to eliminate or minimise.

We celebrate success and appropriate behaviour whenever we see it and we try always to individualise our reactions. Some of the ways we do this include:

- Working towards boards
- Reflection time
- Celebration book
- Certificates
- Stickers
- Healthy edible rewards
- Tangible rewards
- Verbal praise
- Social praise
- Assembly

Use Picture Exchange Communication

To teach the fundamentals of

System to enable students to express wants and needs appropriately.	communication, to aid choices and minimise frustration.
Distraction	Change the subject "Yes, you can, but first we will"
Humour	Alleviate the pressure. Enjoy time with the children
Legitimised obsessions	Put them into the time-table and limit the time they remain the focus, but use them as a reward for other activities.
Use picture and/or social stories to make a blueprint for positive behaviour which a child can understand and follow. For information on how to write social stories go to www.thegraycenter.org .	
Respond to choices where appropriate.	
Observation watching for behaviours that effectively exclude a child from a situation that makes them anxious. Keeping records so that behaviours can be analysed.	e.g. unacceptable regular sickness; difficult behaviour just before an outing; difficult behaviour just before a swimming session.
Behaviour sorting	Helping students to understand what is and is not appropriate behaviour. Use of behaviour sorting board.
If a student's behaviour is escalating, try to help them move to a safe place away from other students, noises, etc.	

Behaviour Drills

Every student will have a behaviour drill. This provides a summary of the child's personality traits, strengths and/or particular issues. It sets out possibly scenarios in which behaviour management strategies will need to be applied and what action should be done in such circumstances. All staff should work in line with the behaviour drill to ensure consistency.

Behaviour progress is assessed through IEPs and the Annual Review process. When there are significant behavioural challenges, behaviour recording charts (attached) are used to target particular behaviours. These must be prioritised because it is not possible to work on a number of behaviour targets at the same time. The process of prioritisation when behaviours have escalated is carried out by the group using the Behaviour planning sheet (attached).

- What do we do when a child has lost control and becomes physically challenging?
- The first responsibility is to ensure that everyone is safe. This may involve removing other students and adults from the area.
- Reduce/cut language.
- Students will not be moved physically unless safety is compromised.

- If two students are harming each other, they will be separated.
- Encourage the student to move to a quiet place away from the group.
- It is important to try and make the environment as safe as possible. This may involve moving articles, objects, furniture.

We recognise that there are rare instances when it may become necessary to physical intervention in order to ensure safety. Please see the attached policy which covers the use of Restrictive Physical Intervention at Freemantles.