



PROMOTING GOOD BEHAVIOUR

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INTRODUCTION

Newlands Hey School supports the learning and achievement of young people whose behaviour has to be considered in the wider context of their complex Autistic Spectrum Conditions and associated communication and behavioural difficulties.

This often requires skill, patience and understanding from all Newlands Hey School staff when trying to promote the development of good behaviour and in any consideration of the use of discipline and sanctions and any consideration of physical interventions.

All individual decisions should be made solely in the best possible interests of the young person.

POLICY AND PROCEDURE GUIDELINES

Newlands Hey School is based on the values and ethos of respect and inclusion for all our young people in a warm safe community where they can thrive and achieve.

The aims of this policy support this by

- A whole school approach where our behaviour policy is supported and followed by the whole school community based on a sense of school community and shared values
- A school environment that is calm and productive which creates a caring family atmosphere which is safe and happy
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards
- Where staff understand their duty of care for all our young people where all interactions with our pupils should be positive and not demeaning or retaliate to our pupils

STRUCTURE TO PROMOTE GOOD BEHAVIOUR

Newlands Hey School is a specialist provision for young people with an Autistic Spectrum Condition and/ or related Communication Difficulties. Newlands Hey School employs proactive high levels of predictability and visual structure and visual communication to keep a low arousal environment.

High levels of structure and predictability allows the pupil to develop independence and personal autonomy by reducing the dependence on others by ensuring each pupil knows what is going to happen to them and what is expected of them thus reducing anxiety in every situation.

We aim to maintain a SPELL framework to keep our pupils anxiety to a minimum. The National Autistic Society (NAS) have demonstrated that schools that operate a SPELL framework help reduce the need for psychological intervention by securing an autistic friendly environment.

The NAS's SPELL framework relies on schools –

S – High levels of predictability and structure

P - Positive regard and high expectations for young autistic pupils

E – Empathy for the needs by seeing situations from their point of view

L – Low arousal

L- Links to families and others supporting the young person

All pupils will have their own individual Behaviour Support Plans (BSP) which staff should follow and keep as a living dynamic document. The BSP together with individual Risk Assessments support pupils to manage their own behaviour through use of individual positive reward systems rather than sanctions.

Every pupil should have an individual IEP record that includes one target to promote their good behaviour. The IEP will be reviewed each half term to ensure progress for each pupil in their behaviour.

USE OF SANCTIONS

Newlands Hey School will never condone the use of adversives or sanctions that undermine or humiliate pupils or hurt them in any way. Staff should be aware that this is clearly against school policy.

At all times staff should encourage good behaviour through praise, positive consequences and tangible rewards and should never be used as a 'punishment'.

However, some consequences may arise from a young person's behaviour but these should be evaluated in the young person's best interests only. Consequences may include changing risk assessments, timetables or options in the best interests of the young person.

Newlands Hey School keeps a 'Sanction Log' and staff should ensure that this is completed for every incidence a sanction is given to a pupil.

Newlands Hey School understands that:

- The behaviour displayed is frequently used as a form of communication
- The behaviour usually serves a function for the pupil
- The behaviour has been learned
- The behaviour can be replaced by the pupil being taught functionally equivalent skills

PHYSICAL INTERVENTION

Staff should always act in the best interests of the young person and should always act within the current DfE legal framework and the individual pupil's Behaviour Support Plan.

All staff at Newlands Hey School are trained in BILD approved MAPA approach and these techniques should only be used as a last resort and in a proportionate and measured manner to intervene to keep the young person safe. Only staff trained in MAPA techniques should intervene with the young person unless there is an overriding 'Duty of Care' for the young person that makes it imperative that they do so.

MAPA is a structured, non-violent, staff development programme that promotes techniques that are effective with anger, aggression management utilising therapeutic, education, awareness and communication handling strategies. It puts an emphasis on whole teams of people working together to teach and help facilitate behaviour change.

MAPA is used

- To promote effective, safe verbal, non-verbal, positive and protective techniques, within a whole setting holistic response to behaviour management.
- To develop acceptable and appropriate responses to serious incidents of 'out of control' behaviour, in a manner that maintains positive relationships and provides safety for all.

Thus the emphasis is always on preventative measures, diffusion and de-escalation, which make up more than 95% of our responses to our young people.

RECORDS

Where a restrictive physical intervention does prove necessary staff should complete all necessary records and should ensure these are copied for families and professional support teams.

All RPI records should be regularly scrutinised by the Headteacher for patterns and possible solutions.

Individual pupil's BSP and Risk Assessments should be reviewed after any incident leading to a RPI.

NOTE:

IF AT ANY TIME A PUPIL OR THEIR FAMILY OR SOCIAL CARE TEAM COMPLAINS OF AN INJURY TO THE YOUNG PERSON, OR THE USE OF UNREASONABLE FORCE, AS A RESULT OF PHYSICAL INTERVENTION BY STAFF, THE SCHOOL SAFEGUARDING PROTOCOLS AND PROCEDURES MUST BE FOLLOWED