The Garden	
Behaviour Policy	
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1	Guiding Aim

The Garden has high expectations for all pupils in terms of their ability to learn. Every minute of every day is viewed as an opportunity to extend pupils' knowledge and skills. One of the biggest barriers to achieving this is pupils' own behaviour. Access to the curriculum is severely hindered in a pupil who is unhappy, emotionally dysregulated and who displays challenging behaviour. It follows, therefore, that a happy and emotionally regulated pupil is far more inclined to make progress due to their readiness to learn. As an outstanding school for pupils with autism and severe learning difficulties, *The Garden's* aim is to truly understand pupils and their challenging behaviour by establishing the function that the behaviour serves for the individual and then implementing research-driven strategies with one compelling aim in mind: to improve the quality of life for all of our pupils and their families.

2	Policy Rationale

Some people with learning disabilities display challenging behaviour. Research suggests that the more severe the disability, the more likelihood there is of challenging behaviour being present. Challenging behaviour may be more likely in people who have communication difficulties, autism, sensory impairments, sensory processing difficulties and physical or mental health problems (NICE guidelines/ 2015). There are approximately 125 pupils at *The Garden* with learning disabilities. This means that there is a significant likelihood that most pupils will display some form of challenging behaviour at some point during a typical school day, week, month or year. This policy, therefore, seeks to provide staff, and other key stakeholders, with clear guidelines as to the way in which behaviour is viewed at *The Garden*, and ways with which it is managed. A consistent approach amongst all staff to behaviour management is essential, and this begins with a shared understanding of behaviour principles.

3	Statement of Behaviour Principles

At *The Garden*, we believe that...

3.1 All behaviour serves a function for the individual.

3.2 All behaviour is a form of communication.

3.3 Pupils should not be blamed, nor punished, for their behaviour.

3.4 Pupils do not generally behave randomly, and that their behaviour is usually predictable.

3.5 There should be a shared and consistent vocabulary amongst staff in terms of the way in which challenging behaviour, and its consequences, are referred to and described.

3.6 Pupils who are motivated, and whose personal interests are incorporated into their daily school lives, are less likely to exhibit challenging behaviour.

3.7 Every pupil is unique, and that a 'one size fits all' approach to behaviour management is neither helpful nor desirable.

3.8 Restrictive Physical Intervention (RPI) should only be used as a last resort, and that the school's ultimate ambition is to reduce and eliminate the use of RPI altogether.

3.9 All behaviour management strategies ought to be in the best interests of the pupil, and that wherever possible, the pupil ought to be involved in making decisions about how their behaviour is managed.

3.10 The attitudes, perceptions and values of the staff working with pupils can have a dramatic effect on the incidence of challenging behaviour and the effectiveness of how it is managed.

4	Management's View

4.1 The Senior Leadership Team (SLT) at *The Garden* is fully committed to the principles of Positive Behaviour Support (see **section 6**) and Active Support (see **section 8**). To demonstrate this commitment, the SLT will voluntarily commission the British Institute of Learning Disabilities (BILD) to conduct an independent audit every 3 years of its policies and practices in order to ensure that they remain BILD compliant.

4.2 The SLT believes in 'recovery based approaches' to behaviour management, and believes that every pupil, regardless of the nature or severity of their behaviour, can learn new ways of getting their needs met, and thereby take responsibility for their own behaviour.

4.3 The SLT fully respects the human rights of every pupil in terms of their status as a child or young adult, and as individuals with a learning disability.

4.4 The SLT only endorses positive behaviour management strategies, and those that are grounded in research. The collection and analysis of data will underpin all decisions regarding the management of challenging behaviour.

4.5 The SLT actively encourages an 'open door' policy whereby staff are free to discuss any behaviour-related concerns that they might have.

4.6 The SLT is fully committed to the reduction and elimination of all restrictive practices, including restrictive physical intervention (RPI).

5	Core Values

5.1 At *The Garden*, our support for pupils with learning disabilities is based on the core values of social justice, equity and access, inclusion and participation. We view our pupils as equal members of society.

5.2 This means that:
- They should have the same rights as other people to live in the community and enjoy a good quality of life.
- They should be treated with dignity and respect.
- They should be supported to exercise choice and control over their own lives.

5.3 Disability support professionals who understand their own motives for working with people with a disability are less likely to be cynical and pessimistic about providing positive behaviour support. Often cynicism, pessimism and other destructive staff attitudes can contribute to people with a disability needing to show behaviours that challenge. (*Positive Behaviour Support/Getting It Right From The Start*/Version 2/September 2009/Department of Human Services/Victorian Government)

5.4 Values drive our actions. At *The Garden*, we endorse the following key elements of Active Support best practice: (*Every Moment Has Potential*/Commonwealth of Australia/2015/p.20)
- **Being responsive** to the unique needs of each person we work with. Always think about how to provide just the right amount of support.
- **Seeing every person as an individual.**
- **Supporting and respecting the choices** of the people we work with. Always think about how the preferences of the people we work with might differ from our own.
- **Actively listening**-really paying attention to what a person is communicating to us through their words, or actions. Give people the best help possible to get their message across.
- **Being flexible**, while recognising the value of routine-not allowing routines to dominate the lives of the people we work with.
- **Using positive language**-always framing communication in a positive rather than negative way. Adjusting our communication to enable the people we support to succeed in everything they do.
- **Acknowledging and responding to difference positively.**
- **Paying attention to the here and now**-seeing that in every moment the quality of our work affects the lives of people we work with.
- **Being sensitive to the environment**-being aware of, and responsive to, the effect of the immediate and wider social and physical context on people's lives.

5.5 At *The Garden*, we believe that these values, when put into action, can have a dramatic and immediate effect. Pupils will be more engaged, happier and have a greater sense of well-being, and because of this, they will be much less likely to display challenging behaviour.

6	Positive Behaviour Support (PBS)

6.1 Improving the quality of life for pupils at *The Garden* is the driving force behind everything that we do and every decision that we take, and because of this, our philosophy is a total endorsement of the aims and values of Positive Behaviour Support, or PBS. PBS, as a 'movement', has been developing in the UK over the past 30 years, and there is now a strong practice base for its use.

The values underpinning PBS are in keeping with national policies and frameworks relating to people with learning disabilities, such as *Meeting Needs and Reducing Stress* (NHS Protect, 2013), *Positive and Proactive Care* (Department of Health, 2014) and *A Positive and Proactive Workforce* (Department of Health, Skills for Health & Skills for Care, 2014).

6.2 The BILD *International Journal of Positive Behavioural Support* (Gore et al, 2013) defines Positive Behaviour Support as a framework:

- that enhances the quality of life for the individual and others involved in their life
- for developing an understanding of the challenging behaviour displayed by an individual based on an assessment of their social and physical environment and the broader context within which it occurs
- that is developed with the full inclusion and involvement of the individual being supported, their family members and/or their advocate
- to develop, implement and evaluate the effectiveness of a personalised and enduring system of support

6.3 PBS grew out of a number of human rights and values-based movements, such as 'social role valorisation' (Wolfensberger, 1983), 'person-centred planning' (O'Brien and O'Brien, 2002) and 'self-determination' (Wehmeyer, Kelchner and Richards, 1996). A considerable evidence base has emerged over recent decades that show the clear benefits of PBS as a strategy for improving the quality of life of individuals...and in reducing challenging behaviours (BILD *Code of Practice*/Fourth edition/p.97). One recent literature review (Heyvaert et al., 2010,2012) '...included over 250 single case design studies and confirmed that (PBS) behavioural interventions deliver positive outcomes for individuals whose behaviour challenges.' (*Positive Behavioural Support/A Competence Framework*/March 2015/p.7)

6.4 PBS is founded upon an understanding that challenging behaviours serve an important function for those who display them. It also acknowledges that the physical environment might often contain or lack important features that provoke challenging behaviour (See **section 22**: *Classroom Environment*). In other words, many of the causal factors behind challenging behaviour might lie outside the person.

6.5 PBS requires assessment and support strategies to be person-centred and grounded directly in information that has been gathered about the person and their environment. This process, also known as a 'functional behaviour analysis', begins with a systematic assessment of when, where, how and why a pupil displays challenging behaviour.

7	Functional Behaviour Analysis (FBA)

7.1 A 'functional behaviour analysis' is the primary tool for establishing the function of all pupil behaviour at *The Garden*, regardless of its severity.

7.2 This systematic analysis will result in:

- A clear description of the challenging behaviour(s)
- Identification of when and where the challenging behaviour is most likely to occur (based on ABC/STAR chart tracking data)
- Identification of the consequences, or payoff, that the challenging behaviour serves for the pupil (based on ABC/STAR chart tracking data)
- The development of one or more hypotheses, or summary statements, that describes the specific challenging behaviour(s), the situations in which it occurs and the consequences that maintain it (based on ABC/STAR chart tracking data)
- The collection of direct observational data that supports the hypothesis or summary statement (including ABC/STAR chart tracking data)
- Identification of proactive strategies that seek to improve the quality of life of the pupil and reduce the likelihood of the challenging behaviour from occurring
- Identification of appropriate and ethical reactive strategies (including RPI) that are to be implemented whenever challenging behaviour does occur in order to keep people safe

- Data-based tracking systems that are used to monitor the effectiveness of the plan in terms of challenging behaviour reduction and improved quality of life

7.3 In order to establish the function of a particular behaviour, class teams will routinely make use of the Motivational Assessment Scale (MAS) (Durrand and Crimmins, 1992). This questionnaire is useful for gathering information about the frequency, predictability, intensity and communicative intent of an identified behaviour. Collation of the questionnaire responses will provide an indication as to whether the targeted behaviour is:

- **sensory**-driven (sometimes people enjoy the feeling that certain behaviours give them, such as biting or head banging)
- **escape**-driven (sometimes people behave in a challenging way in order to avoid, or get away from, things that they don't like)
- **attention**-driven (sometimes people behave in a challenging way in order to gain attention, even if it's negative attention)
- **tangibles**-driven (sometimes people behave in a challenging way in order to gain access to things that they want, such as food or objects)

Any behavioural interventions will be 'hit and miss', and potentially harmful, without this information.

7.4 The MAS should be used to address a single, narrow, specific behaviour, and ideally, should be completed collectively by the immediate class team. An alternative approach is for all team members to complete the MAS separately before comparing the relevant scores. This type of comparison may clarify differences in perceptions that people might have with regard to challenging behaviour.

7.5 Just as all challenging behaviour varies in its complexity and intensity, so too will each behaviour analysis. An incremental approach should therefore be followed. A simplified or 'light' version of the 'functional behaviour analysis' might provide sufficient information regarding low-level challenging behaviours. More complex and challenging behaviours will most likely demand a more rigorous, and multi-disciplinary, form of assessment.

7.6 A risk assessment will always accompany this process whenever there is challenging behaviour that poses a risk to the pupil, or to others.

7.7 Pupils whose challenging behaviour is subject to a 'functional behaviour analysis' will have the details comprehensively outlined in a Behaviour Support Plan (BSP) (See section **11**: *Behaviour Support Plans*). Ordinarily, a BSP must not be written without this 'groundwork' having been completed first.

8	**Active Support**

8.1 To further demonstrate our commitment to improving the lives of people with learning disabilities, *The Garden* is fully committed to the principles of Active Support.

8.2 Active Support is a person-centred approach that originated in the UK by Professor Jim Mansell and Dr Julie Beadle-Brown in the early 1960s. 'At this time, disengagement of people with intellectual disability was a major problem. In many services, people spent most of their day doing nothing-disengaged-waiting for something to happen. ' (*Every Moment Has Potential* / Commonwealth of Australia/2015/p.10)

8.3 Active Support encompasses a range of approaches which aim to:

- Provide enough help to enable people to participate successfully in meaningful activities and relationships so that they can gain more control over their lives
- Develop more independence, and
- Become more included as a valued member of their community irrespective of the degree of intellectual disability or presence of challenging behaviour.

8.4 The primary outcome of Active Support is the engagement of pupils in meaningful activities and relationships. The way that it looks in practice will vary depending on the individual requirements of the pupil being supported and the nature of the activity or interaction they're engaged in. (*Positive Behaviour Support and Active Support*/February, 2014/p.4)

8.5 There are 4 essential components of Active Support (*Positive Behaviour Support and Active Support*/February, 2014/p.4) that inform our practice at *The Garden*:

1. **Every moment has potential** (which means that every day activities and opportunities, such as shopping, gardening or cleaning, are exploited as a means of getting pupils actively involved, rather than have adults undertake these tasks on pupils' behalf. Pupils are seen as participants, not as spectators)

2. **Little and often** (which means that activities and relationships are thought of as a series of steps so that staff can identify those parts that the pupil can do for themselves, those that staff can help them with and those that staff will need to do for them in order for the pupil to achieve success. In other words, staff can start small, enabling pupils to dip in and out and providing shorter opportunities for engagement throughout the day rather than solely focusing on single lengthy events)

3. **Graded assistance** (which means that staff provide the right amount, and type, of support at the right time. Too much, and the pupil will be over-supported and hindered in their independence. Too little, and the pupil will fail. Staff ensure that the amount and type of help they provide is constantly adjusted to fit the particular activity, step or circumstance)

4. **Maximising choice and control** (which means looking for opportunities for pupils to express their preferences and to be listened to, and recognising that choosing within activities and relationships is a valuable opportunity for experiencing choice and control)

8.6 Active Support acknowledges the need for predictability in pupils' daily lives, as well as the need for sensitive and flexible adult support in order for them to engage successfully, make choices and exert control over their lives. In the absence of these quality of life indicators, all human beings are likely to respond in ways that could be described as challenging. (*Positive Behaviour Support and Active Support*/February, 2014/p.11)

8.7 Active Support is an evidence based approach and has been shown to be important in determining the quality of life of people with learning disabilities (Mansell and Beadle-Brown, 2012), and in particular in increasing people's participation in daily life, social and community activities as well as increasing people's skills, adaptive behaviour and choice (McGill & Toogood, 1994; Jones et al, 2001; Stancliffe et al, 2007; Beadle-Brown et al, 2012; Felce et al, 1986; Mansell et al, 2002; Mansell and Beadle-Brown, 2012) (*Positive Behaviour Support and Active Support*/February, 2014/p.4)

8.8 Research over many years also indicates that Active Support should be a vital component in the support of people with challenging behaviour (McGill & Toogood, 1994; Jones et al, 2013) (*Positive Behaviour Support and Active Support*/February, 2014/p.4)

8.9 Active Support provides conditions in which challenging behaviour generally decreases, particularly by improving people's quality of life. For many individuals, Active Support delivers enough of what they need to render challenging behaviour unnecessary. (*Positive Behaviour Support and Active Support*/February, 2014/p.11)

9	Human Rights

9.1 Respecting and enforcing the human rights of every pupil at *The Garden* is seen as fundamental to our practice. The vast majority of pupils are unable to 'speak up' for themselves in order to defend their rights, and so every member of staff must act as an advocate on their behalf.

9.2 *The Garden* is determined to strengthen, and embed, the human rights of children at the very heart of the school's ethos and culture.

9.3 To this end, *The Garden* endorses and signs up to '*The Challenging Behaviour Charter: Rights for All*' initiative which aims to ensure that 'people with learning disabilities that show challenging behaviour get access to the same rights, opportunities and support as everyone else'. Of the nine points highlighted in the charter, *The Garden* places particular importance on:

- Point 2: 'All children who are at risk of presenting behavioural challenges have the right to have their needs identified at an early stage, leading to co-ordinated early intervention and support'

- Point 4: 'All individuals have the right to receive person centred support and services that are developed on the basis of a detailed understanding of their support needs including their communication needs. This will be individually tailored, flexible, responsive to changes in individual circumstances and delivered in the most appropriate local situation'
- Point 7: 'People have the right to support and services that create capable environments. These should be developed on the principles of positive behavioural support and other evidence based approaches. They should also draw from additional specialist input as needed and respond to all the needs of the individual'
- Point 8: 'People have the right not to be hurt or damaged or humiliated in any way by interventions. Support and services must strive to achieve this'
- Point 9: 'People have the right to receive support and care based on good and up-to-date evidence'

9.4 *The Garden* recognises and endorses the *United Nations Convention on the Rights of the Child* (UNCRC) which is the most complete statement of children's rights ever produced. These rights describe what a child needs to survive, grow and live up to their potential in the world. In addition to the 54 articles of the Convention, there are four 'general principles', two of which are particularly pertinent to this behaviour policy:

- **Best interest of the child** (a child's best interests must be a top priority in all decisions and actions that affect them)
- **Right to be heard** (every child has the right to express their views, feelings and wishes in all matters affecting them)

9.5 *The Garden* recognises and endorses the *Human Rights Act* (1998), especially those articles that have a particular relevance to the lives, and behaviour, of our unique pupil population:

- *Article 3:* **Prohibition of torture** (that is, 'No-one shall be subjected to torture or to inhuman or degrading treatment or punishment.'). (See **section 13.2-13.4**: *Punishment*)
- *Article 5:* **Right to liberty and security** (that is, 'Everyone has the right to liberty and security of person. No-one shall be deprived of his liberty…'). (See **section 13.7**: *Seclusion*)

10	Challenging Behaviour

10.1   The challenging behaviours displayed by pupils at *The Garden* typically fall within the following categories:

- Self-harm (e.g. head banging, biting)
- Harm to others (e.g. hitting, pushing, punching, scratching, biting, throwing)
- Damage to property (e.g. smashing iPad, ripping displays, forceful opening of doors)
- Vocalisation (e.g. swearing, screaming, shouting)
- Sexualised (e.g. masturbation)
- Pica (e.g. eating leaves, twigs, glue)
- Other (e.g. dropping to the floor)

10.2   These, and other behaviours, are typically described as 'challenging' when they are of '…such an intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and (are) likely to lead to responses that are restrictive, aversive or result in exclusion.' *(Royal College of Psychiatrists/British Psychological Society/Royal College of Speech and Language Therapists (2007): 'Challenging Behaviour-A Unified Approach)*

10.3   Another widely accepted definition is that of *Emerson (1995)* who describes challenging behaviour as: 'Culturally abnormal behaviour(s) of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities.'

10.4   Challenging behaviour is often perceived as a 'problem' or 'illness' to be treated, cured or stopped. This is not the way that behaviour is perceived at *The Garden*, given how unhelpful and potentially damaging this type of perception can be. We believe that challenging behaviour is generally a rational, normal response to adverse circumstances. Rather than view the challenging

behaviour as part of the person, we need to change what goes on *around* the person, such as their environment or how adults support them. It is the responsibility of staff at *The Garden* to look beyond the behaviour, understand what the behaviour is communicating and then provide appropriate person-centred, holistic support to enable pupils to achieve their full potential. This approach fits well with the 'Iceberg' model of thinking: although we are able to see the demonstrable aspects of behaviour, there is often a lot 'going on' that we don't see, in much the same way that 90% of an iceberg is submerged beneath the surface of the water.

10.5   At *The Garden*, we believe, and endorse, the findings of Allen et al., 2013 (*Positive Behavioural Support: A Competence Framework*/March 2015):

- Challenging behaviour is less likely when the person understands and is understood by those around them. Most people (with and without learning disabilities) want to communicate with those around them, especially those they are close to.
- Challenging behaviour is less likely when the person is doing things that they have chosen to do or with people that they have chosen to be with. Most people (with and without learning disabilities) value the opportunity to decide things for themselves.
- Challenging behaviour is less likely when the person is healthy and not in pain or discomfort. Most people (with and without learning disabilities) attach the highest possible value to 'good health' and want to receive personal support in dignified ways.
- Challenging behaviour is less likely when the person is with family members or others with whom they have positive relationships. For most people (with and without learning disabilities), relationships with family and friends are a central part of their life.
- Challenging behaviour is more likely when the person is supported inconsistently or when in transition between one activity or environment and another. Most people (with and without learning disabilities) value consistent and predictable support.
- Challenging behaviour is less likely in the absence of environmental 'pollutants' (eg. excessive noise). Most people (with and without learning disabilities) want to live and work in safe, attractive environments where they feel at home.
- Challenging behaviour is less likely when the person is meaningfully occupied. Skilled support ensures that they can participate at least partially even in relatively complex activities so that they learn to cope with demands and difficulties that might otherwise provoke challenging behaviour. Most people (with and without learning disabilities) like to be busy.
- The development of new skills and independent functioning enables the individual to have more control over their life. Most people (with and without learning disabilities) like to be independent.

11	Behaviour Support Plans (BSP)

11.1   A Behaviour Support Plan (BSP) '...provides detailed information relating to all aspects of a person's behaviour and how to support them. The plan is person centred in its approach, setting out details about the individual's behaviour including hypotheses about the function/s of a particular behaviour, known antecedents, triggers, risks, settings for the behaviour as well as how the known behaviours should be recorded when they occur. The plan also describes the proactive and reactive strategies that those supporting the individual should follow to improve the person's quality of life and reduce risky behaviours.' (BILD Code of Practice/Fourth edition/2014/p.94)

11.2   Pupils must always participate in the writing of their own BSPs according to their level of understanding and ability. Pupils' family members and carers must also be closely involved in this process. In terms of drawing on a sufficiently wide range of sources, the views of outside professionals (such as SaLTs and OTs) should also be sought. 'Having team members with specialist behavioural training has been found to be associated with higher quality BSPs.' (Cook et al 2007; Webber et al, 2007; Van Acker et al, 2005)

11.3   The purpose of a BSP is to improve the quality of life for a person, and to reduce challenging behaviour and the use of restrictive practices. The majority of the BSP document ought to consist

of proactive and preventative strategies. Conversely, only a small portion of the document ought to focus on reactive or tertiary strategies.

11.4   At *The Garden*, BSPs are considered 'high status' documents, and every effort will be made by staff to produce and maintain high quality documentation in light of evidence suggesting that '...good quality BSPs may lead to better outcomes' for pupils. (*Positive Behavioural Support: A Competence Framework*/March 2015/p.46)

11.5   Class teachers will be responsible for undertaking and coordinating the 'functional behaviour analysis' for any relevant pupils within their class, and for the writing, updating and monitoring of all subsequent Behaviour Support Plans.

11.6   Not all pupils will require a 'full' BSP (i.e. Parts 1-10; See **section 11.7**, below). The majority of pupils will respond adequately to generalised school-wide approaches such as low arousal classrooms, motivating activities, consistent classroom structures, visual supports and predictable routines. However, if the following two questions are answered in the affirmative, then a full BSP will be required:

- Does the pupil display challenging behaviour? (in line with the definition stated in **sections 10.2** and **10.3**)
- Is there a chance that the challenging behaviour could result in a restrictive physical intervention?

11.7   The BSP used at *The Garden* is bespoke, and seeks to draw together all PBS components into one comprehensive document. The BSP is divided into ten parts:

- *Part 1*/**Details** (which includes basic pupil information, names of contributors to the BSP and parent/carer signatures)
- *Part 2*/**Likes & Dislikes** (which outlines the things to be included and avoided each day in both the school and home setting)
- *Part 3*/**Functional Behaviour Analysis Results** (which includes the nature of the challenging behaviour, as well as the hypothesis in terms of what's 'driving' it. Part 3 also identifies replacement behaviours, new skills to be taught and targets that can be used to measure progress)
- *Part 4*/**Strategies** (which outlines primary, secondary and tertiary/reactive strategies for when challenging behaviour does occur)
- *Part 5*/**Communication** (which explains the perceived communicative meaning behind unique pupil behaviours and the ways in which staff ought to respond to them)
- *Part 6*/**Restrictive Physical Intervention** (which incorporates a risk assessment for the use of RPI and features photographs of all sanctioned Approach holds. Part 6 also outlines specific routines and/or hazards associated with any planned RPI)
- *Part 7*/**Tracking** (which allows for the monitoring of both the frequency of the challenging behaviour and the pupil's progress against the targets set in Part 3)
- *Part 8*/**Modifications** (which documents any changes to the BSP as a result of pupil progress meeting discussions and/or analysis of low-level challenging behaviour weekly data)
- *Part 9*/**Post-RPI Review** (which documents any changes to the BSP as a result of RPI use)
- *Part 10*/**Formal Review** (which includes information as to whether the challenging behaviour has increased/decreased and whether the targets set in Part 3 have been achieved. Part 10 also outlines any actions arising from the review)

11.8   Just as challenging behaviour can change, so too should any accompanying documentation. BSPs must be seen as live, working documents and must be formally reviewed every six weeks at the very latest. However, modifications to the BSP might take place within this time frame.

11.9   It is the class teacher's responsibility to ensure that the contents of all BSPs is made known to all immediate team members, and that all staff rigorously adhere to the primary, secondary and reactive strategies outlined within. Consistency amongst all staff is key. Failing to implement

agreed behaviour management strategies is potentially a very serious matter given the adverse effect that this might have on long term outcomes.

12	**Shared Vocabulary**

12.1   At *The Garden*, we believe the language that we use to describe, and refer to, challenging behaviour says a lot about us as an organisation. We believe that certain words, or descriptions, can be unhelpful and potentially misleading when used to describe the behaviour of pupils with learning disabilities. For this reason, *The Garden* is very prescriptive about the terminology that staff are sanctioned to use, and that which is deemed inappropriate and unacceptable for our context. This relates to all forms of spoken and written communication.

12.2   The following terms are approved for use at *The Garden* when describing, or referring to, pupils' behaviour: challenging/dysregulated/distressed/anxious/unhappy

12.3   The following terms are not approved for use at *The Garden* when describing, or referring to, pupils' behaviour: violent/aggressive/dangerous/naughty/bad/unacceptable/kicking-off /tantrum/deliberate/on purpose

12.4   'Theory of Mind' deficit is one of the key characteristics of autism, which means that the vast majority of autistic pupils at *The Garden,* most of whom are operating between P(level)4-P(level)8, do not understand that other people think or feel differently from themselves. Pupils are likely to be oblivious as to the effect that their behaviour has on other people, and they are likely to have little or no awareness of the consequences of their actions. Because of this, pupils might behave in ways that cause injury to others. A pupil who bites another pupil due to a sensory need is a good example of this. Even though the pupil might appear to purposefully approach his or her classmate in order to bite them, they do not do so with the intention to cause injury or distress. The lack of purposeful intent is what mitigates all injuries that are sustained as a result of pupils' challenging behaviour.

12.5   With this context in mind, *The Garden* categorically rejects any notion that an adult, who is injured by a pupil while carrying out their duties, has been the victim of an assault or an attack. Any notion that the pupil 'knew what he or she was doing' is similarly rejected. *The Garden* embraces Positive Behaviour Support, and expects that all staff will share its core values, and act as advocates for the vulnerable pupils in our care.

12.6   *The Garden* categorically rejects any suggestion that pupils are to blame for their challenging behaviour.

13	**Use of Aversive Behaviour Sanctions**

13.1   An aversive practice involves the use of unpleasant stimuli to induce changes in behaviour through punishment. By applying an aversive immediately following a specific behaviour, the likelihood of the behaviour occurring in the future is reduced.

13.2   **Punishment** involves the use of an unpleasant response to reduce an undesirable behaviour. Research has shown that this strategy does not work. It is not an effective way of promoting learning. It is not effective because it does not address the root cause of the behaviour. It may reduce it in the short term, but often it will quickly be replaced by another undesirable behaviour because the cause has not been addressed. The only thing it teaches is that it is all right to be aggressive and can also lead to aggression in response to the person administering it. (*Understanding and managing behaviour problems in children and young people with autistic spectrum disorders*/GOSH/NHS Trust/January 2006)

13.3   One of the fundamental principles of Positive Behaviour Support is that it rejects the use of punishment on ethical grounds. *The Garden* fully endorses this principle. **Punishment must not be used under any circumstances in response to pupils' behaviour, challenging or otherwise.** This includes shouting, smacking, telling off, isolating, secluding, denying curriculum access, withholding food and removing favourite items.

13.4   Pupils must not routinely be made to say sorry for something that an adult perceives to be a wrong-doing. This might be a valid learning opportunity for a minority of pupils, but it is entirely

dependent on their level of understanding. Making an autistic pupil with learning difficulties apologise for something that they have done tends to make the adult feel better, not the pupil.

13.5 <u>Seclusion</u> refers to 'the supervised confinement and isolation of a person, away from other users of services, in an area from which the person is prevented from leaving...it's sole aim is the containment of severely disturbed behaviour which is likely to cause harm to others.' (*Positive and Proactive Care: reducing the need for restrictive interventions*/Department of Health/April 2014/p.28).

13.6 'Seclusion can be a traumatic experience for any individual but can have particularly adverse implications for the emotional development of a child or young person.' (*The Mental Health Act Code of Practice/2015)*

13.7 Any use of seclusion is likely to contravene Article 5 of the Human Rights Act (See **section 9.5**). If a person is prevented from leaving a room of their own free will, then this is likely to meet the accepted criteria for seclusion, even if it is called by a different name (such as 'time-out'). (See **section 13.10**: *Time-out*)

13.8 For reasons outlined in **sections 13.6** and **13.7**, *The Garden* categorically prohibits the use of seclusion as a means of managing pupils' behaviour. The advice to staff is that **seclusion, or anything resembling it, must not be used**. If seclusion '...is used as an unplanned response to prevent harm in an emergency, there should be an immediate review and risk assessment, and the production of a plan that considers the use of proactive strategies and less restrictive options.' (*The use of seclusion, isolation and time out*/Centre for the Advancement of PBS/December 2015)

13.9 It is acknowledged that unplanned or emergency intervention may be necessary when a pupil behaves in an unexpected way. In such circumstances, '...staff retain their duty of care to the (pupil) and any response must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with appropriate training they have received.' (*Guidance for Restrictive Physical Interventions: How to Provide Safe Services for People with Learning Disabilities and Autistic Spectrum Disorder*/Department of Health/July 2002)

13.10 **'Time-out'** is a '...punishment based behaviour modification technique'...and is based on '...the theory that if you remove something positive from someone when they display an unwanted behaviour, they will learn over time to change that behaviour.' (*The use of seclusion, isolation and time out*/Centre for the Advancement of PBS/December 2015)

13.11 **'Time-out'** meets *The Garden* definition of punishment, and therefore **must not be used, or threatened to be used, in response to pupils' behaviour.** 'Time-out' is very different to the concept of 'time-away', which is the preferred terminology when describing a pupil who is given a break from an activity or setting because they are beginning to show signs of dysregulation. The sole purpose of 'time-away' is to de-escalate signs of dysregulation before they trigger behaviour that is potentially challenging.

13.12 It follows that a pupil must not be routinely taken into a 'time-out' room as a reactive behaviour management strategy. Over-reliance on a 'time-out' room suggests that preventative behaviour strategies are not working effectively; it also presupposes that the pupil understands why they have been taken to the 'time-out' room, and that their behaviour will improve as a result.

13.13 Class teachers must ensure that a record is kept of all instances in which a pupil is taken out of the classroom for 'time-away' as either a proactive or reactive behaviour management strategy. This includes the time that the pupil left the classroom, how long they were absent, where they were taken and by whom, and a brief explanation as to why it was necessary to remove the pupil from the classroom or learning environment.

13.14 <u>Exclusion</u> is (ordinarily) an act of last resort by a Head-teacher in which a pupil is sent home, either permanently or for a fixed period.

13.15	*The Garden* is a specialist school for pupils with autism and severe learning difficulties, and this demands that we interpret, and respond to, challenging behaviour in a way that is different to mainstream school settings. It is our responsibility to accommodate pupils with challenging behaviour, and to support them in learning new ways to get their needs met. Therefore, it would be inappropriate and unethical to routinely exclude pupils at *The Garden* for displaying challenging behaviour. In our context, **a pupil would only ever be excluded from *The Garden* under exceptional circumstances and only as a last resort.** The reasons for excluding a pupil would have to significantly outweigh the risks associated with not excluding them.

14	**Professional Challenge**
14.1	At *The Garden*, the welfare of pupils is paramount. Every member of staff has a duty of care to act in the best interest of pupils, and this might occasionally involve speaking up on their behalf. This is most likely to occur when a member of staff is made to feel uneasy or uncomfortable by the actions (either seen or heard) of a colleague. In the context of this policy, the action would relate to some aspect of behaviour management. For example, a member of staff might be concerned that seclusion is being used to manage behaviour or that they've heard a member of staff shouting at a pupil.
14.2	*The Garden* seeks to give a voice to any member of staff in this type of situation by encouraging a culture of 'professional challenge'. Staff have a duty of care to speak out if they have reasonable grounds to suspect that a colleague is operating outside the parameters laid down in this behaviour policy.
14.3	Staff are encouraged to share any concerns that they have with a member of SLT; however, in the first instance, a conversation between the main parties should take place which is often enough to clarify any misunderstandings that may have led to the situation developing. Undermining colleagues must be avoided at all costs, and so any such conversation should be discreet, conducted in private at a suitable time and never in front of pupils.
14.4	However, any member of staff with concerns about challenging behaviour, and the way that it is managed by colleagues, needs to consider the following points before they speak out: • Challenging behaviour can be very difficult (and stressful) to manage, especially if it takes place in a crowded environment, such as the playground or dining room. The baseline assumption, for whenever challenging behaviour occurs, is that staff are assumed to be doing 'the best that they can under the circumstances'. • The immediate class team knows more about the nature of a pupil's challenging behaviour, and how to manage it, than adults from other classes. They will have a detailed understanding of the pupil's Behaviour Support Plan and will be operating within its parameters. • Things are not always as they seem, and staff need to be careful not to 'jump to conclusions' about what they consider to be inappropriate behaviour management. • Where use of *Approach* is concerned, the physical capability of both pupils and adults will often determine the ease and efficiency with which holds are able to be implemented. This is especially true of extremely flexible pupils who are able to drop, twist and turn, often without warning. Despite how this situation might appear to a passing colleague, there is still the assumption that staff are doing the best that they can with the *Approach* training that they have been given. In this context, professional challenge would only be justified if an observer felt certain that sanctioned holds were being implemented incorrectly, unsanctioned holds were being used or that pain was being used to 'control' a pupil.
14.5	Staff who operate within the parameters of this policy, pupils' Behaviour Support Plans and Approach training will always receive the full support of Management in the event that they are professionally challenged by a colleague.

15	**Rewards**
15.1	Rewards generally take two distinct forms:

- **Extrinsic** rewards are those that are given to a pupil after he/she has behaved in a way that gains an adult's approval. For example, a pupil gets to blow bubbles when they sit on their chair for Circle Time. Extrinsic rewards are tangible and are designed to motivate behaviour by association. At *The Garden*, extrinsic rewards are likely to take the form of either an object (e.g. iPad) or an experience (e.g. kicking the football, going on the computer or jumping on the trampoline). Food should not routinely be given as an extrinsic reward.
- **Intrinsic** rewards come from within and are obtained simply by taking pleasure in the completion of a task. For example, a pupil might get a great deal of pleasure and satisfaction from delivering the attendance register to the office after morning Circle Time. They require no extrinsic reward for doing this because the task itself is intrinsically rewarding.

15.2   All human beings like to be rewarded, and pupils at *The Garden* are no exception. Some pupils will make the association between their behaviour and the receiving of an extrinsic reward. For others, the intrinsic reward of simply completing a task will be sufficient. Whatever system of rewarding is used, it must be meaningful to the pupil, and where an extrinsic reward is used, it must be immediate in order to have the desired effect.

15.3   A 'token economy' is an extrinsic reward system that can be used for 'higher functioning' pupils. Tokens are given in response to appropriate behaviour or for the successful completion of a task. Pupils can then exchange these tokens-effectively using them as payment-to gain access to backup reinforcers, which are activities, items or privileges that the pupil likes and enjoys.

15.4   *The Garden* endorses the use of 'token economy' reward systems, but only for those pupils who are likely to derive meaning from them. However, there exists one important stipulation: once given, <u>tokens must not be removed</u> for 'inappropriate' behaviour. In wider terms, this is known as a 'response cost' and is one of the 'seven elements of a token economy' as identified by Miltenberger (2008). The practice of removing tokens that have already been earned bears a strong resemblance to punishment (see section **13.2**), and is therefore incompatible with *The Garden's* stance on positive behaviour support.

16	Graded Behaviour Management Approaches

16.1   **Prevent:** most of our time and energy needs to go into preventing challenging behaviour from happening in the first place. This means being acutely aware of anything that might cause a pupil to become dysregulated, and which might then act as a trigger for challenging behaviour. It also means putting into place a range of proactive curriculum and environmental supports that are known to assist pupils in staying regulated. These might include: low arousal classroom environments, motivating activities, minimal noise, structured teaching, visual supports and predictable routines.

16.2   **Intervene early:** as soon as a pupil starts to show signs of dysregulation, that's the time to act. There is still time at this 'trigger' phase to prevent the pupil's dysregulation from escalating.

16.3   **De-escalate:** at this stage, staff need to use their in-depth knowledge to provide the pupil with whatever support they need in order to return to a regulated state. Wherever possible, the pupil ought to be involved in decision making about what they do or where they go. This might include: going for a walk, bouncing on the gym ball, biting on a chewy tube or jumping on the trampoline.

16.4   **Distract:** sometimes, providing a distraction at this point can prevent behaviour from escalating. This might include: doing something unexpected, asking for help to complete a job around the classroom or fabricating a need to have something delivered to the front office.

16.5   **Make safe:** in the event that staff have been unable to prevent, intervene early, de-escalate or distract, it is important to ensure the safety of everybody in the event that a pupil's behaviour becomes challenging. This might include: moving furniture, removing items that could be thrown or guiding the pupil to a vacant outdoor space.

16.6	**Hold:** as a last resort, and only when all of the previous graded steps have failed, it might be necessary to hold a pupil (using *Approach* approved techniques) in order to keep everyone safe or to prevent property from being damaged. This must involve the minimum amount of force necessary for the minimum amount of time.

17	Staff Development and Support

17.1 *The Garden* requires that all newly appointed staff attend its 'in-house' **induction programme**, which runs for about 3 months and covers a wide range of relevant specialist topics. These include two dedicated 75 minute sessions on 'Understanding Autism' and 'Understanding Behaviour'. These sessions are essentially 'introductory' and focus on the 'essentials' that all staff need to be aware of.

17.2 Once per half term, primary and secondary teachers participate in a **behaviour forum**. The forum lasts for approximately one hour and is based on a 'staff-share' model (which assumes that there is enough shared knowledge and expertise among teachers to be able to collectively solve behaviour-related problems). One pupil who is presenting with particularly challenging behaviour is identified weeks in advance, giving the pupil's teacher time to prepare a brief summary in terms of:

- Relevant background information
- A description of the challenging behaviour causing concern
- A list of assessment tools used to track and/or analyse the behaviour causing concern
- The possible function of the behaviour causing concern
- Behaviour management strategies already attempted

The class teacher then presents this summary to the assembled group of teachers (and, wherever possible, other professionals such as SaLTs and OTs). A process of clarifying, questioning and hypothesising then ensues between the audience and the class teacher, resulting in practical suggestions for behaviour management that they can then take away and implement. The first part of the subsequent behaviour forum involves the same teacher feeding back on how things have improved for the pupil in question in terms of his or her behaviour.

17.3 Given the link that exists between learning disabilities and challenging behaviour, all staff at *The Garden* receive **training in Restrictive Physical Intervention** (RPI). This training, which is refreshed annually, minimises the risk to staff in the event that they have to hold a pupil in order to keep them, or others, safe, or to prevent damage to school property. There are many organisations that provide training in RPI. The form of RPI adopted by *The Garden* is called *Approach*, which is BILD accredited and which has won both regional and national training awards for its standard and quality of excellence.

17.4 *The Garden* provides dedicated **'well-being' spaces** for staff who have been involved in managing particularly challenging behaviour, and who require a period of 'time away' from their class duties in order to compose themselves before returning. *The Garden* staff are committed to doing everything possible to prevent the incidence of challenging behaviour occurring. It is acknowledged, however, that managing challenging behaviour when it <u>does</u> occur can be extremely stressful and upsetting, especially if a member of staff has been injured in the process. Accessing a 'well-being' space under these circumstances should not be seen as a weakness, but as a perfectly understandable need.

17.5 A member of SLT should always be immediately informed (most likely by the class teacher) whenever a TA leaves their class to access a 'well-being recovery space' so that this member of staff can be checked on and supported. The member of staff may also wish to debrief about the incident that they have just been involved with. In the rare event that a teacher needs to leave class in order to access a post-incident 'well-being' space, a TA should relay this news to a member of the SLT.

17.6 All staff access to post-incident 'well-being' spaces must be recorded in the dedicated folder that is situated within each location.

17.7   Formal staff **debriefing** will always occur after any incident involving:
- exceptionally challenging behaviour
- serious pupil or staff injury
- a 'near miss' of any kind
- a 'systems' failure

17.8   Any serious incident that is recorded on a Serious Incident Form, and subsequently handed to a member of SLT as a matter of urgency, will also trigger the need for formal debriefing.

17.9   The purpose of debriefing is for all parties involved in a particularly stressful or critical incident to be able to reflect on what took place and to identify ways of preventing the same situation from happening again in the future. This discussion is not about apportioning blame for what happened, but about unpicking and understanding the chain of events that lead to the incident occurring in the first place. Everybody in attendance must be given the opportunity to express their views about what happened, as well as listen respectfully to others as they express theirs.

17.10   Ideally, post-incident debriefing ought to take place as soon as possible after the event while the details are still fresh in everyone's minds. Key discussion points should be recorded so that everyone is clear about the way forward in terms of preventing a repeat occurrence.

17.11   *The Garden* is an 'outward facing' school. We actively seek to work in partnership with **external professionals** in order to meet the needs of our pupils. Teachers are able to draw daily on the expertise of both Speech & Language and Occupational Therapists whose advice and recommendations can have a significant impact on a pupil's need to display challenging behaviour. Teachers can also seek the advice and support of the school's Educational Psychologists in the event that a pupil is presenting with particularly challenging behaviour.

18	Liaising With Parents/Carers

18.1   *The Garden* recognises the importance of full parental/carer involvement in any decisions taken by the school regarding the management of their child's behaviour. The school is committed to keeping parents/carers fully informed about how their child is progressing, especially if a new challenging behaviour presents itself or if an existing challenging behaviour increases in frequency or intensity.

18.2   Class teachers will maintain daily communication with parents/carers via 'home-school' sheets. These will usually be completed by the class teacher, but might, on occasions, be delegated to a Teaching Assistant. The home-school sheet will provide a brief summary of the pupil's day, including information about their behaviour.

18.3   The views of parents/carers will always be sought whenever a Behaviour Support Plan (BSP) is being drafted for their child or whenever significant modifications are made to an existing one. Parents/carers will be asked to 'sign off' their child's BSP to confirm their endorsement of its contents, especially in relation to any planned use of Restrictive Physical Intervention (RPI).

18.4   *The Garden* operates an 'open door' policy for parents/carers, and acknowledges the difficulties that many of them experience at home when confronted by their child's challenging behaviour. Class teachers (who should be the first point of contact) are always willing to meet with parents/carers to discuss, and hopefully alleviate, any behaviour related concerns that they might have. Parents/carers should also feel free to speak directly, in the first instance, with a member of the Middle Management Team (MMT), and then the Senior Leadership Team (SLT) if, after conversing with the class teacher, any unresolved issues remain. These follow-up conversations can be arranged by contacting Reception on 020 7254 8096.

19	Behaviour Monitoring

19.1   *The Garden* is committed to full transparency in relation to the monitoring and reporting of both 'low' and 'high' level challenging behaviour.

19.2   For the purposes of monitoring and reporting, **'low level' challenging behaviour** refers to behaviour that is generally low in terms of its frequency or intensity, and will usually take the form of: kicking, throwing, head-butting, hitting, bullying, pinching, pushing, scratching, hair

pulling, spitting, stripping and slapping. Weekly tracking sheets are used by each class to monitor these low level behaviours in terms of the date, time, location, name of pupil, behaviour exhibited and behaviour recipient. This information is then collated and presented to teachers in an 'easy to read' graph format which prompts them to consider answers to the following three questions:

- What are the key issues, themes or questions arising from your analysis of the weekly class statistics?
- Can you speculate as to why these issues or themes have emerged this week?
- Are there any immediate 'operational' changes that you can implement in order to reduce the number of 'low level' challenging behaviours?

Answers to these questions might result in modifications being made to an existing BSP, or the commencement of formalised behaviour tracking using ABC/STAR charts.

19.3 Monitoring 'low level' challenging behaviour is important for two main reasons:
- High frequency/low intensity behaviours such as spitting, stripping or scratching can have an extremely 'draining' effect on staff, especially if they are confronted with these behaviours day after day.
- There is a risk that 'low level' behaviours, if left unmonitored, can take on a more extreme or challenging form over time.

19.4 For the purposes of monitoring and reporting, **'high level' challenging behaviour** refers to any behaviour recorded on the school's Serious Incident Form. A serious incident is deemed to have occurred whenever:
- A pupil or adult sustains a significant injury (which includes being bitten) (Criteria A)
- A pupil causes significant damage to school property (Criteria B)
- A pupil, through their actions, had the potential to cause significant injury to him/herself, others or damage to school property (Criteria C)

It is incumbent on staff to report all serious incidents that they believe meet at least one of the above criteria.

19.5 In the first instance, all Serious Incident Forms completed by TAs must be 'signed off' by their class teacher as an extra layer of quality assurance. Once this signature has been obtained, Serious Incident Forms must be placed, in a timely fashion, into the labelled tray located in the upstairs shared office F011.

19.6 At the end of each half term, the information contained on Serious Incident Forms is collated and used to produce statistics that are broken down according to various themes, which include:
- The total number of Criteria A, B and C serious incidents
- The total number of serious incidents involving the use of RPI
- The total number of significant injuries sustained per class, per adult and per pupil

19.7 Monitoring 'high level' challenging behaviour is important for three main reasons:
- It reassures staff that challenging behaviour, and the consequences that flow from it, are taken seriously by the SLT
- It provides hard data which can then be used to identify particular problem areas
- It provides hard data from which an objective observer can draw conclusions as to how effectively *The Garden* manages behaviour. We believe that there is a very strong correlation between the quality of *The Garden's* positive behaviour support and the extent to which staff and pupils are injured, school property becomes damaged and pupils are required to be held using Approach interventions.

19.8 Behaviour is also monitored during Pupil Progress Meetings (PPM). Once per term, class teams dedicate at least 30 minutes to discussing the progress of each pupil within their class, including any issues regarding behaviour. This discussion might require modifications to be made to a pupil's existing Behaviour Support Plan, the details of which will be outlined in Part 8 (Modifications) of the BSP:

- Date of the PPM?
- Adults present at the PPM?
- What modification is being made to the BSP as a result of the PPM?
- Why is it necessary to modify the BSP in this way?
- Which part of the BSP is going to be modified?
- From which date will the modification to the BSP take effect?

20	Curriculum

20.1 At *The Garden*, we believe that pupils' behaviour is strongly influenced by how they spend their time. Pupils who encounter an exciting, engaging and meaningful curriculum are much less likely to display challenging behaviour.

20.2 Our pupils are generally to be seen at their best when they are engaged in active learning; that is, learning by hands-on experience, getting up out of their chairs, using all of their senses to explore objects and materials, and having fun. In other words, 'learning by doing'. These are the types of lessons and activities that *The Garden* aspires to provide pupils with every day.

20.3 Lessons in which pupils remain predominantly static, never get out of their chairs, have little or no opportunity for hands on exploration, and which feature an over-reliance on worksheets and cutting & sticking, are not in keeping with *The Garden's* philosophy and must not feature as standard.

20.4 Teachers at *The Garden* want pupils to participate in meaningful lessons and activities that will help them to develop functional communication, life, self-help and independence skills. Teachers want to provide pupils with the freedom to exercise choice and control over what they do at school, and they will purposefully consider ways to achieve both of these aims when preparing their short, medium and long term lesson planning.

21	Bullying

21.1 The scope for bullying to occur in a special school such as *The Garden* is far more limited than in a mainstream school setting. That said, while the likelihood of our pupils perpetrating bulling is very small, they are all vulnerable in one way or another, and this makes them potential targets (theoretically, at least) for actually being bullied.

21.2 Bullying is usually defined as behaviour that is:
- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups because of their race, religion, gender or sexual orientation.

21.3 Bullying can take on many forms, and includes:
- Physical assault
- Teasing
- Making threats
- Name calling
- Cyber-bullying

21.4 *The Garden* has zero tolerance for bullying, regardless of the form that it takes, and like all forms of challenging behaviour, we believe that prevention is key. This might include keeping two pupils apart when on the playground, or conversely, providing structured opportunities for the same two pupils to socialise in order to learn how to get along. The best way to prevent bullying is for staff to use their intelligence about issues between pupils which might provoke conflict, and then put strategies in place to prevent it from happening in the first place.

21.5 'Level of intent' will always need to be considered whenever bullying is suspected of taking place. Just as the majority of our pupils do not intend to cause physical injury when their behaviour become challenging, it follows that they do not intend to cause harm or upset by bullying others. Anything resembling bullying needs to be interpreted in the context of a pupil's learning disability. For example, a pupil who purposefully chases another pupil on the playground

and causes their distress is in all likelihood motivated by the response that their action causes (i.e. crying, running away) rather than by the act of bullying itself. If we don't punish pupils for their challenging behaviour, then we can't punish pupils for behaviour that resembles bullying, simply because they might not understand that their actions are causing another pupil to be distressed. As Government guidelines state: 'Any discipline must take account of special educational needs or disabilities that pupils involved may have'. (Bullying at school/Gov.uk).

21.6   The standard response to any pupil behaviour that causes distress or harm to another pupil, assuming that it couldn't be prevented in the first place, is to redirect the 'active' pupil away from the immediate location or situation, while offering reassurance to the 'passive' pupil and treating any injury that they may have sustained.

21.7   *The Garden* tracks all instances of bullying. Class teams record this information on their weekly 'low level' challenging behaviour charts, and then use this data to identify any trends and potential interventions.

22	**Classroom environment**

22.1   The physical learning environment in which autistic pupils are taught can have a significant impact on their behaviour. It is right, therefore, that *The Garden* sets very high standards for the general appearance of classrooms, and for their upkeep. *The Garden* is a specialist school for pupils with autism and ought to have specialist classroom environments.

22.2   This aspiration is backed up by research (*Setting Up Classroom Spaces That Support Students With Autistic Spectrum Disorders*/Susan Kabot & Christine Reeve/2010/page 1):

- Students with autism spectrum disorders (ASD) may feel stressed even in environments that neuro-typical students would find ideal (Zentall & Zentall, 1983).
- Kanner (1943) spoke of surroundings when he observed that children with autism could be driven to 'despair' by aspects of their environments.
- Unless the educational environment is designed to accommodate their unique learning characteristics, students with ASD will be stymied in their attempts to engage with their environments (Dunlap & Robins, 1991), which will negatively affect their learning.
- In developing TEACCH (Treatment and Education of Autistic and Communication Related Handicapped Children)...Schopler, Brehm, Kinsbourne, and Reichler (1971) emphasised the importance of carefully engineering the physical and temporal parameters of classroom environments.
- Students with ASD deserve practitioners who devote the time and energy necessary to construct environments, schedules, cueing systems, and engaging materials (Heflin & Alberto, 2001) to provide a platform for learning.
- Rogers (1999) noted that support for the hallmark characteristics of ASD is best addressed through environmental modifications and accommodations.

22.3   In his investigation with a group of teenagers with autism in Edinburgh, architect Iain Scott was able to elicit their views on many aspects of (classroom) design (*Analysis of a project to design the ideal classroom undertaken by a group of children on the autism spectrum and students of architecture*/Scott/2011). Pupils made reference to:

- Tidiness and order
- Spaces that are 'un-confusing'
- Environmental simplicity
- Clear signs to enable confident movement from one space to another
- Geometric simplicity (e.g. rectangles rather than more complex visual geometric forms)
- Clear surfaces

22.4   Because every class adopts the same research-driven approaches to teaching pupils with autism, there ought to be a consistent appearance to all classrooms, especially in terms of 'visual

clarity'. This is usually apparent to someone as soon as they walk through the classroom door. A classroom with good visual clarity is one in which:

- Clutter is completely eradicated from all surfaces, including the floor, sink and windowsills
- Furniture is thoughtfully placed to create smaller spaces and work areas
- Visuals are used selectively on a 'need to be displayed' basis
- Equipment and materials are put away when they are finished with
- Coat and bag areas are neat and tidy
- Dirty dishes are washed up and put away
- Any piece of paper or plastic pocket attached to a wall sits flush and does not dangle
- Bright and busy displays are kept to a minimum
- Schedules are straight and well maintained

All classrooms at *The Garden* are expected to maintain the same high standards of 'visual clarity' as outlined in this section, **22.4**.

22.5   Appearances matter and class teams need to be aware that first impressions count. *The Garden* welcomes local, national and international visitors almost on a daily basis. These visitors will form a lasting impression based, in part, on what they see when they go into classrooms.

23	Promoting Positive Behaviour: Golden Rules and Tips For Success

23.1   Structure
- Too much choice causes anxiety. Provide choice, but within parameters.
- Ensure that the environment is structured, organised and predictable.
- Ensure that pupils understand:
  - Where there have to go?
  - What they have to do?
  - How much work is expected?
  - When will the work be finished?
  - What happens next?
- Lessons should have a clear beginning and ending.
- Utilise whole class, individual and within-task schedules.
- Structure activities using 'first...then' or 'Let's make a deal'.

23.2   Communication
- Reduce unnecessary speech. Focus on key words and phrases.
- Use visuals to augment pupils' understanding, especially at transition times.
- Ensure that Makaton is used consistently.
- Provide time and space for pupils to process information, especially when disengaging from a preferred activity.
- Use positive/proactive language that describes what you want the pupil to do, rather than what <u>not</u> to do (e.g. 'hands down' instead of 'no hitting').
- Avoid saying 'no', 'don't' and 'stop'.
- Teach functional communication skills so that pupils are able to get their needs met without having to resort to challenging behaviour.
- Avoid sarcasm, metaphors or ambiguous phrases.
- Use the pupil's name before issuing instructions.

23.3   Teaching skills
- Ensure that you have pupils' attention prior to communicating with them.
- Allow extra time for pupils to follow instructions or answer questions.
- Break skills down into small, achievable steps.
- Provide just the right amount of prompting to ensure the successful completion of a task. Plan for errorless learning.
- Incorporate pupils' interests.

- Reward success regularly.
- Ensure that lessons are fun, motivating and active. Avoid excessive amounts of cutting and sticking.
- Provide opportunities for pupil voice (in order to maximise choice and control)...and then respect the message! There's no point asking if you're not going to listen.
- Be careful not to place too many demands. 'Little and often' is likely to produce better results for many pupils.

23.4   Classroom environment
- Ensure a very high standard of organisation.
- Eradicate all clutter in order to maintain visual clarity (especially from tops of cupboards and on the floor).
- Ensure that only essential documents and visuals are displayed on walls. If it doesn't need to be on permanent display, get rid of it.
- Position furniture strategically to create smaller spaces and to encourage situational understanding.
- Adhere to the motto: 'a place for everything and everything in its place'.
- Ensure that the classroom is left in a highly presentable state at the end of each day.
- Minimise pupil anxiety and dysregulation by maintaining a low arousal learning environment.

23.5   Behaviour
- Do everything you can to prevent challenging behaviour from occurring.
- Ensure that everyone in the team is familiar with primary and secondary behaviour management strategies, and that these are consistently adhered to.
- Avoid all potential triggers.
- Be clear with your expectations, and be consistent. It takes time to modify behaviour, and don't forget that things often get worse before they get better.
- Teach coping strategies so that pupils can learn how to stay emotionally regulated.
- Stay calm and confident. Ask for help if you need it.
- Be aware of the need to fade out prompts and reinforcements in order to increase pupils' independence.

23.6   General
- Deploy support staff strategically. Some people are more effective in certain situations and with certain pupils than others.
- Incorporate physical activity (which research shows can influence behaviour, decrease self-stimulatory behaviours and reduce the likelihood of challenging behaviour).

The Garden **Behaviour Policy**	Quick-Read Version

1	**Guiding Aim**

The Garden's aim is to truly understand pupils and their challenging behaviour by establishing the function that the behaviour serves for the individual and then implementing research-driven strategies with one compelling aim in mind: to improve the quality of life for all of our pupils and their families.

2	**Policy Rationale**

There are approximately 125 pupils at *The Garden,* all of whom have learning disabilities. This means that there is a significant likelihood that most pupils will display some form of challenging behaviour at some point during a typical school day, week, month or year. This policy, seeks to provide staff with clear guidelines as to the way in which behaviour is viewed at *The Garden*, and ways with which to manage it.

3	**Statement of Behaviour Principles**	
All behaviour serves a function for the individual.	All behaviour is a form of communication.
The attitudes and values of the staff working with pupils can have a dramatic effect on the incidence of challenging behaviour & the effectiveness of how it is managed.	Pupils' best interests must always come first, and wherever possible, they ought to be involved in making decisions about how their behaviour is managed.
Pupils should not be blamed, nor punished, for their behaviour.	RPI should only be used as a last resort. The school's ultimate ambition is to eliminate the use of RPI altogether.
Pupils do not generally behave randomly, and that their behaviour is usually predictable.	Every pupil is unique. A 'one size fits all' approach to behaviour management is neither helpful nor desirable.
There should be a shared and consistent vocabulary amongst staff in terms of the way in which challenging behaviour, and its consequences, are referred to and described.	Pupils who are motivated, and whose personal interests are incorporated into their daily school lives, are less likely to exhibit challenging behaviour.

4	**Management's View**	
SLT is fully committed to the principles of Positive Behaviour Support and Active Support.	SLT believes in 'recovery based approaches' to behaviour management.
SLT is fully committed to the reduction and elimination of all restrictive practices.	SLT only endorses positive behaviour management strategies, and those that are grounded in research.
SLT actively encourages an 'open door' policy.	SLT fully respects the human rights of every pupil.

5	**Core Values**	

At *The Garden*, our support for pupils with learning disabilities is based on the core values of social justice, equity and access, inclusion and participation. We view our pupils as equal members of society.

Values drive our actions. At *The Garden*, we endorse the following key elements of Active Support best practice:

• Be responsive	• See every person as an individual	• Support and respect choices
• Actively listen	• Be flexible	• Use positive language
• Respond to difference positively	• Pay attention to the here & now	• Be sensitive to the environment

At *The Garden*, we believe that these values, when put into action, can have a dramatic and immediate effect. Pupils will be more engaged, happier and have a greater sense of well-being, and because of this, they will be much less likely to display challenging behaviour.

6	**Positive Behaviour Support (PBS)**	
The Garden's philosophy is a total endorsement of the aims and values of Positive Behaviour Support, or PBS.	Improving the quality of life for pupils at *The Garden* is the driving force behind everything that we do.
PBS is founded upon an understanding that challenging behaviours serve an important function for those who display them.	PBS requires assessment & support strategies to be person-centred & grounded directly in information that has been gathered about the pupil & their environment.

7	**Functional Behaviour Analysis (FBA)**	

A 'functional behaviour analysis' is the primary tool for establishing the function of all pupil behaviour at *The Garden*, & results in:

• A clear description of the challenging behaviour(s).	• The collection of direct observational data.
• Identification of when and where the challenging behaviour is most likely to occur.	• Identification of proactive strategies.
• Identification of the consequences, or payoff, that the challenging behaviour serves for the pupil.	• Identification of appropriate and ethical reactive strategies.
• The development of one or more hypotheses, or summary statements.	• Data-based tracking systems that are used to monitor the effectiveness of the plan.

Class teams will routinely make use of the Motivational Assessment Scale (MAS) to gather information about the frequency, predictability, intensity and communicative intent of an identified behaviour. Collation of the questionnaire responses will provide an indication as to whether the targeted behaviour is:

Sensory-driven (sometimes people enjoy the feeling that certain behaviours give them, such as biting or head banging).	**Escape**-driven (sometimes people behave in a challenging way in order to avoid, or get away from, things that they don't like).
Attention-driven (sometimes people behave in a challenging way in order to gain attention, even if it's negative attention).	**Tangibles**-driven (sometimes people behave in a challenging way in order to gain access to things that they want).

8	Active Support

The Garden is fully committed to the principles of Active Support, and to its 4 essential components:

1. Every moment has potential	2. Little and often
3. Graded assistance	4. Maximising choice and control

Active Support provides conditions in which challenging behaviour generally decreases. For many individuals, Active Support delivers enough of what they need to render challenging behaviour unnecessary.

9	Human Rights

Respecting and enforcing the human rights of every pupil at *The Garden* is seen as fundamental to our practice.

The Garden endorses and signs up to '*The Challenging Behaviour Charter: Rights For All*' initiative which aims to ensure that 'people with learning disabilities who show challenging behaviour get access to the same rights, opportunities and support as everyone else'.

The Garden recognises and endorses the *United Nations Convention On The Rights Of The Child* (UNCRC) which is the most complete statement of children's rights ever produced.	*The Garden* recognises and endorses the *Human Rights Act* (1998), especially Article 3 (Prohibition of torture) and Article 5 (Right to liberty and security).

10	Challenging Behaviour

Behaviours are typically described as 'challenging' when they are of '...such an intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and (are) likely to lead to responses that are restrictive, aversive or result in exclusion.'

Although we are able to see the demonstrable aspects of behaviour, there is often a lot 'going on' that we don't see, in much the same way that 90% of an iceberg is submerged beneath the surface of the water.

We believe that challenging behaviour is generally a rational, normal response to adverse circumstances.

Challenging behaviour is less likely when the person understands and is understood by those around them.	Challenging behaviour is less likely when the person is healthy and not in pain or discomfort.
Challenging behaviour is less likely when the person is doing things that they have chosen to do or with people that they have chosen to be with.	Challenging behaviour is less likely when the person is with family members or others with whom they have positive relationships.
Challenging behaviour is more likely when the person is supported inconsistently or when in transition between one activity or environment and another.	Challenging behaviour is less likely in the absence of environmental 'pollutants' (eg. excessive noise).
Challenging behaviour is less likely when the person is meaningfully occupied.	The development of new skills and independent functioning enables the individual to have more control over their life.

11	Behaviour Support Plans (BSP)

A Behaviour Support Plan (BSP) '...provides detailed information relating to all aspects of a person's behaviour and how to support them.'	The purpose of a BSP is to improve the quality of life for a person, and to reduce challenging behaviour and the use of restrictive practices.

Not all pupils will require a 'full' BSP. The majority of pupils will respond adequately to generalised school-wide approaches such as low arousal classrooms, motivating activities, consistent classroom structures, visual supports and predictable routines.

BSPs must be seen as live, working documents and must be formally reviewed every six weeks at the very latest.

Consistency among all staff is key. Failing to implement agreed behaviour management strategies is potentially a very serious matter given the adverse effect that this might have on long term outcomes.

12	Shared Vocabulary

At *The Garden*, we believe that the language that we use to describe, and refer to, challenging behaviour says a lot about us as an organisation. We believe that certain words, or descriptions, can be unhelpful and potentially misleading when used to describe the behaviour of pupils with learning disabilities.

The following terms are approved for use at *The Garden* when describing, or referring to, pupils' behaviour:

challenging	dysregulated	distressed	anxious	unhappy

The following terms are <u>not</u> approved for use at *The Garden* when describing, or referring to, pupils' behaviour:

violent	aggressive	dangerous	naughty	bad	unacceptable	kicking-off	tantrum	deliberate

The lack of purposeful intent is what mitigates all injuries that are sustained as a result of pupils' challenging behaviour.	
The Garden categorically rejects any notion that an adult, who is injured by a pupil while carrying out their duties, has been the victim of an assault or an attack.	*The Garden* categorically rejects any suggestion that pupils are to blame for their challenging behaviour.

13	**Use of Aversive Behaviour Sanctions**

An aversive practice involves the use of unpleasant stimuli to induce changes in behaviour through punishment. By applying an aversive immediately following a specific behaviour, the likelihood of the behaviour occurring in the future is reduced.

Punishment must not be used under any circumstances in response to pupils' behaviour, challenging or otherwise. This includes shouting, smacking, telling off, isolating, secluding, denying curriculum access, withholding food and removing favourite items.

The Garden categorically prohibits the use of **seclusion** as a means of managing pupils' behaviour. The advice to staff is that seclusion, or anything resembling it, must not be used.

'Time-out' meets *The Garden* definition of punishment, and therefore must not be used, or threatened to be used, in response to pupils' behaviour.

14	**Professional Challenge**

At *The Garden*, every member of staff has a duty of care to act in the best interest of pupils, especially if they have reasonable grounds to suspect that a colleague is operating outside the parameters laid down in this behaviour policy. *The Garden* seeks to give a voice to any member of staff in this type of situation by encouraging a culture of 'professional challenge'.

A conversation between the main parties should take place; this is often enough to clarify any misunderstandings that may have led to the need for 'professional challenge'.	Undermining colleagues must be avoided at all costs, and so any such conversation should be discreet, conducted in private at a suitable time and never in front of pupils.
The baseline assumption, for whenever challenging behaviour occurs, is that staff are assumed to be doing 'the best that they can under the circumstances'.	Things are not always as they seem, and staff need to be careful not to 'jump to conclusions' about what they consider to be inappropriate behaviour management.

Staff who operate within the parameters of this policy, pupils' Behaviour Support Plans and Approach training will always receive the full support of Management in the event that they are professionally challenged by a colleague.

15	**Rewards**

Extrinsic rewards are those that are given to a pupil after he/she has behaved in a way that gains an adult's approval. Extrinsic rewards are tangible and are designed to motivate behaviour by association. At *The Garden*, extrinsic rewards are likely to take the form of either an object (e.g. iPad) or an experience (e.g. kicking the football, going on the computer or jumping on the trampoline). Food should not routinely be given as an extrinsic reward.

Intrinsic rewards come from within and are obtained simply by taking pleasure in the completion of a task. For example, a pupil might get a great deal of pleasure and satisfaction from delivering the attendance register to the office after morning Circle Time. They require no extrinsic reward for doing this because the task itself is intrinsically rewarding.

Whatever system of rewarding is used, it must be meaningful to the pupil, and where an extrinsic reward is used, it must be immediate in order to have the desired effect.

16	**Graded Behaviour Management Approaches**

1. **Prevent:** most of our time and energy needs to go into preventing challenging behaviour from happening in the first place.	2. **Intervene early:** as soon as a pupil starts to show signs of dysregulation, that's the time to act.
3. **De-escalate:** at this stage, staff need to use their in-depth knowledge to provide the pupil with whatever support they need in order to return to a regulated state.	4. **Distract:** sometimes, providing a distraction at this point can prevent behaviour from escalating.
5. **Make safe:** in the event that staff have been unable to prevent, intervene early, de-escalate or distract, it is important to ensure the safety of everybody in the event that a pupil's behaviour becomes challenging.	6. **Hold:** as a last resort, and only when all of the previous graded steps have failed, it might be necessary to hold a pupil in order to keep everyone safe or to prevent property from being damaged.

17	**Staff Development and Support**

The Garden requires that all newly appointed staff attend its 'in-house' **induction programme**, which includes two dedicated 75 minute sessions on 'Understanding Autism' and 'Understanding Behaviour'.

Once per half term, primary and secondary teachers participate in a **behaviour forum**. The forum lasts for approximately one hour and is based on a 'staff-share' model (which assumes that there is enough shared knowledge and expertise among teachers to be able to collectively solve behaviour-related problems).

The Garden actively seeks to work in partnership with **external professionals** in order to meet the needs of our pupils. Teachers are able to draw daily on the expertise of both Speech & Language and Occupational Therapists whose advice and recommendations can have a significant impact on a pupil's need to display challenging behaviour.

The Garden provides dedicated **'well-being' spaces** for staff who have been involved in managing particularly challenging behaviour, and who require a period of 'time away' from their class duties in order to compose themselves before returning. Accessing a 'well-being' space under these circumstances should not be seen as a weakness, but as a perfectly understandable need.

Formal staff **debriefing** will always occur after any incident involving: exceptionally challenging behaviour, serious pupil or staff injury, a 'near miss' of any kind or a 'systems' failure. The purpose of debriefing is for all parties involved in a particularly stressful or critical incident to be able to reflect on what took place and to identify ways of preventing the same situation from happening again in the future. This discussion is not about apportioning blame for what happened, but about unpicking the chain of events that lead to the incident occurring in the first place.

All staff at *The Garden* receives **training in Restrictive Physical Intervention** (RPI). This training, which is refreshed annually, minimises the risk to staff in the event that they have to hold a pupil in order to keep them, or others, safe, or to prevent damage to school property. The form of RPI adopted by *The Garden* is called *Approach*, which is BILD accredited and which has won both regional and national training awards for its standard and quality of excellence.

18	Liaising With Parents/Carers	
The school is committed to keeping parents/carers fully informed about how their child is progressing, especially if a new challenging behaviour presents itself or if an existing challenging behaviour increases in frequency or intensity.		The views of parents/carers will always be sought whenever a Behaviour Support Plan (BSP) is being drafted for their child or whenever significant modifications are made to an existing one.
Class teachers will maintain daily communication with parents/carers via 'home-school' sheets which provides a brief summary of the pupil's day, including information about behaviour.		*The Garden* operates an 'open door' policy for parents/carers, and acknowledges the difficulties that many of them experience at home when confronted by their child's challenging behaviour.

19	Behaviour Monitoring

The Garden is committed to full transparency in relation to the monitoring and reporting of both low and high level challenging behaviour.

'Low level' challenging behaviour refers to behaviour that is generally low in terms of its frequency or intensity, and will usually take the form of: kicking, throwing, head-butting, hitting, bullying, pinching, pushing, scratching, hair pulling, spitting, stripping and slapping.

Monitoring 'low level' challenging behaviour is important for two main reasons: 1) High frequency/low intensity behaviours such as spitting, stripping or scratching can have an extremely 'draining' effect on staff, especially if they are confronted with these behaviours day after day. 2) There is a risk that 'low level' behaviours, if left unmonitored, can take on a more extreme or challenging form over time.

'High level' challenging behaviour refers to any behaviour recorded on the school's Serious Incident Form (SIF) and which, ordinarily, results in either a pupil or member of staff sustaining a significant injury.

Monitoring 'high level' challenging behaviour is important for three main reasons: 1) It reassures staff that challenging behaviour, and the consequences that flow from it, are taken seriously by the SLT. 2) It provides hard data which can then be used to identify particular problem areas. 3) It provides data from which an objective observer can draw conclusions as to how effectively *The Garden* manages behaviour.   We believe that there is a very strong correlation between the quality of *The Garden's* positive behaviour support and the extent to which staff and pupils get injured, school property becomes damaged and pupils are required to be held using Approach interventions.

20	Curriculum

At *The Garden*, we believe that pupils' behaviour is strongly influenced by how they spend their time.

Pupils who encounter an exciting, engaging and meaningful curriculum are much less likely to display challenging behaviour.

Our pupils are generally to be seen at their best when they are engaged in active learning.

Lessons in which pupils remain predominantly static, never get out of their chairs, have little or no opportunity for hands on exploration, and which feature an over-reliance on worksheets and cutting & sticking, are not in keeping with *The Garden's* philosophy and must not feature as standard.

21	Bullying	
Bullying is usually defined as behaviour that is: a) repeated, b) intended to hurt someone physically or emotionally, and c) often aimed at certain groups because of their race, religion, gender or sexual orientation.		'Level of intent' will always need to be considered whenever bullying is suspected of taking place. Any behaviour resembling bullying needs to be interpreted in the context of a pupil's learning disability.
Bullying can take on many forms, and includes physical assault, teasing, making threats, name calling and cyber-bullying.		*The Garden* has zero tolerance for bullying, regardless of the form that it takes, and like all forms of challenging behaviour, we believe that prevention is key.

The standard response to any pupil behaviour that causes distress or harm to another pupil, assuming that it couldn't be prevented in the first place, is to redirect the 'active' pupil away from the immediate location or situation, while offering reassurance to the 'passive' pupil and treating any injury that they may have sustained.	
The Garden tracks all instances of bullying. Class teams record this information on their weekly 'low level' challenging behaviour charts, and then use this data to identify any trends and potential interventions.	

22	**Classroom environment**

The physical learning environment in which autistic pupils are taught can have a significant impact on their behaviour. *The Garden* sets very high standards for the general appearance of classrooms, and for their upkeep. There ought to be a consistent appearance to all classrooms, especially in terms of 'visual clarity'. A classroom with good visual clarity is one in which:

• Clutter is completely eradicated from all surfaces, including the floor, sink and windowsills.	• Visuals are used selectively on a 'need to be displayed' basis.
• Furniture is thoughtfully placed to create smaller spaces and work areas.	• Equipment and materials are put away when they are finished with.
• Coat and bag areas are neat and tidy.	• Dirty dishes are washed up and put away.
• Bright and busy displays are kept to a minimum.	• Schedules are straight and well maintained.

23	**Promoting Positive Behaviour: Golden Rules and Tips for Success**

Structure	
Too much choice causes anxiety.	Lessons should have a clear beginning and ending.
Utilise whole class, individual and within-task schedules.	Structure activities using 'first...then' or 'Let's make a deal'.
Ensure that pupils understand: Where there have to go? What they have to do? How much work is expected? When the work will be finished? What happens next?	

Communication	
Use positive/proactive language that describes what you want the pupil to do, rather than what <u>not</u> to do.	
Reduce unnecessary speech. Focus on key words and phrases.	Use visuals to augment pupils' understanding.
Ensure that Makaton is used consistently.	Provide time and space for pupils to process information.
Avoid saying 'no', 'don't' and 'stop'.	Teach functional communication skills.
Avoid sarcasm, metaphors or ambiguous phrases.	Use the pupil's name before issuing instructions.

Teaching skills	
Ensure that you have pupils' attention prior to communicating with them.	Provide just the right amount of prompting to ensure the successful completion of a task. Plan for errorless learning.
Allow extra time for pupils to follow instructions or answer questions.	Ensure that lessons are fun, motivating and active. Avoid excessive amounts of cutting and sticking.
Break skills down into small, achievable steps.	Incorporate pupils' interests.
Provide opportunities for pupil voice (in order to maximise choice and control) and then respect the message. There's no point asking if you're not going to listen!	Be careful not to place too many demands. 'Little and often' is likely to produce better results for many pupils.

Classroom environment	
Ensure a very high standard of organisation.	Eradicate all clutter in order to maintain visual clarity.
Ensure that only essential documents and visuals are displayed on walls.	Position furniture strategically to create smaller spaces and to encourage situational understanding.
Adhere to the motto: 'a place for everything and everything in its place'.	Ensure that the classroom is left in a highly presentable state at the end of each day.
Minimise pupil anxiety and dysregulation by maintaining a low arousal learning environment.	

Behaviour	
Be clear with your expectations, and <u>be consistent</u>. It takes time to modify behaviour, and don't forget that things often get worse before they get better.	Ensure that everyone in the team is familiar with primary and secondary behaviour management strategies, and that these are consistently adhered to.
Teach coping strategies so that pupils can learn how to stay emotionally regulated.	Do everything you can to prevent challenging behaviour from occurring.
Avoid all potential triggers.	Stay calm and confident. Ask for help if you need it.
Be aware of the need to fade out prompts and reinforcements in order to increase pupils' independence.	

General	
Deploy support staff strategically. Some people are more effective in certain situations and with certain pupils than others.	
Incorporate physical activity (which research shows can influence behaviour, decrease self-stimulatory behaviours and reduce the likelihood of challenging behaviour).	

The Garden **Behaviour Policy**	Glossary of Terms
ABC chart	An observational tool that allows us to record information about a particular behaviour in terms of the <u>a</u>ntecedent, the <u>b</u>ehaviour itself and the <u>c</u>onsequence. The aim of using an ABC chart is to better understand what the behaviour is communicating.
Active Support	An evidence-based person-centred approach to supporting people with learning disabilities that originated in the UK by Professor Jim Mansell and Dr Julie Beadle-Brown in the early 1960s. The primary outcome of Active Support is the engagement of pupils in meaningful activities and relationships.
Approach	The form of Restrictive Physical Intervention (RPI) adopted by *The Garden*, which is BILD accredited and which has won both regional and national training awards for its standard and quality of excellence.
Attention-driven	Behaviour that is primarily motivated by the need to gain attention.
Autism	Autism and 'autism spectrum disorder' are general terms that are used to describe a life-long brain disorder that is characterised, in varying degrees, by difficulties in social interaction, verbal and non-verbal communication and repetitive behaviours.
Aversive practice	An aversive practice involves the use of unpleasant stimuli to induce changes in behaviour through punishment. By applying an aversive immediately following a specific behaviour, the likelihood of the behaviour occurring in the future is reduced.
Behaviour Support Plan (BSP)	A comprehensive document that provides detailed information relating to all aspects of a person's behaviour and how to support them.
BILD	British Institute of Learning Disabilities. BILD provides services, including consultancy, to help develop organisations that provide services to people with learning disabilities, and the people who give them support. In particular, BILD seeks to challenge the misuse of restrictive practices including the use of seclusion, time-out and mechanical restraint when supporting people whose behaviour organisations find challenging. To do this, BILD facilitates the sharing of PBS research and practice across both international boundaries and between academics and practitioners. For this purpose, it created the Centre for the Advancement of PBS. More information is available at www.bild.org.uk.
Challenging behaviour	'Culturally abnormal behaviour(s) of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities.'
Duty of care	An important legal term that describes the moral obligation that one has to ensure the safety or well-being of others.
Dysregulated	Emotional dysregulation refers to the inability of a person to control or regulate their emotional responses to what is going on around them.
Escape-driven	Behaviour that is primarily motivated by a person's need to avoid, or get away from, things or situations that they don't like.
Exclusion	Ordinarily an act of last resort by a Head-teacher in which a pupil is sent home, either permanently or for a fixed period.
Extrinsic reward	A type of reward that is given to a pupil after he/she has behaved in a way that gains an adult's approval. Extrinsic rewards are tangible and are designed to motivate behaviour by association.
Functional Behaviour Analysis (FBA)	A broad and systematic approach to establishing <u>why</u> a specific behaviour is occurring so that an intervention can be implemented to reduce this behaviour.
High-level challenging behaviour	Any behaviour that is recorded on the school's Serious Incident Form (SIF). A serious incident is deemed to have occurred whenever: a) A pupil or adult sustains a significant injury, which includes being bitten, b) A pupil causes significant damage to school property, or c) A pupil, through their actions, had the potential to cause significant injury to him/herself, others or damage to school property.
Human rights	Fundamental rights to which a person is inherently entitled simply because she or he is a human being.
Hypothesis	An educated guess, based on tracking and observational data, that includes information as to why a particular behaviour might be occurring, the function that the behaviour serves and the setting in which the behaviour is likely to take place.
Iceberg model	A way of thinking that helps us to consider why a particular behaviour is occurring, and the factors that might be maintaining it. Just as 90% of an iceberg sits below the surface of the water, there might be many factors that cause and maintain challenging behaviour that we can't see.

Inclusion	The right for all children with disabilities to be educated with non-disabled children of their own age and to have access to the general education curriculum. In wider terms, it is about the ability of all people to participate fully in society.
Intent	A conscious decision to cause injury or distress in another.
Intrinsic reward	A type of reward that comes from within and is obtained simply by taking pleasure in the completion of a task.
Learning disability	A reduced intellectual ability which affects someone for their whole life. People with a learning disability tend to take longer to learn and may need support to develop new skills, understand complicated information and interact with other people. (Mencap)
Low-level challenging behaviour	Any behaviour that is generally low in terms of its frequency or intensity.
Makaton	Makaton is a language programme using signs & symbols to help people to communicate. It is designed to support spoken language and the signs & symbols are used with speech, in spoken word order.
Motivational Assessment Scale (MAS)	A questionnaire that is useful for gathering information about the frequency, predictability, intensity and communicative intent of an identified behaviour.
Neurotypical	A term used to describe people who are not on the autistic spectrum.
Occupational Therapist (OT)	An Occupational Therapist provides support to people whose health prevents them from doing the activities that matter to them. An Occupational Therapist can identify strengths and weaknesses that a person might have in everyday life, such as dressing or going to the shops, and them help them to work out practical solutions. (NHS)
Person-centred planning	Approaches to helping a person with a learning disability plan all aspects of their life. This ensures that the individual remains central to the creation of any plan which will affect them.
Pica	The persistent eating of substances that have no nutritional value, such as dirt or leaves.
P-levels	A framework for assessing the progress and attainment of pupils with special educational needs who are operating below Level 1 of the National Curriculum.
Positive Behaviour Support (PBS)	A framework for understanding and supporting the behaviour of people with learning disabilities in order to improve their quality of life.
Punishment	The use of an unpleasant response (e.g. smacking, shouting or telling off) to reduce an undesirable behaviour (e.g. running into traffic).
Pupil progress meetings (PPM)	Dedicated class team meetings that take place once per term (per pupil) and which focus on all aspects of pupil progress, including behaviour.
Recovery-based approaches	Approaches to supporting people with learning disabilities, challenging behaviour and mental health issues that are based on hope - a belief that it is possible for someone to regain a meaningful and purposeful life in which they have autonomy and a positive sense of self.
Regulated	A pupil can be said to be emotionally regulated when they are calm, happy, in control and ready to learn.
Restrictive Physical Intervention (RPI)	The implementation of any practice or practices that restrict an individual's movement, liberty and freedom to act independently without coercion or consequence. Restrictive practices are highly coercive actions that are deliberately enacted to prevent a person from pursuing a particular course of action. (BILD Code of Practice/Fourth edition)
Risk assessment	The identification and evaluation of the severity of risks dependent upon specific decisions and actions. This judgement is then balanced against an assessment of the likelihood of these risks happening.
SaLT	A Speech and Language Therapist provides life changing support, treatment and care for children and adults who have difficulties with communication, or with eating, drinking and swallowing. (NHS)
Seclusion	The supervised confinement and isolation of a person, away from other users of services, in an area from which the person is prevented from leaving. Its sole aim is the containment of severely disturbed behaviour which is likely to cause harm to others.
Sensory-driven	Behaviour that is primarily motivated by a person's need to receive sensory feedback, such as from biting or head banging.
Social justice	The extent to which all people in society enjoy the same rights and freedoms on a fair and equal basis.
Social Role Valorisation	A concept (formulated by Dr Wolf Wolfensberger) that focuses on the extent to which people (including those with learning disabilities) hold socially valued roles in their society, and the benefits that flow from such privileges (e.g. respect, status, opportunity).

STAR chart	An observational tool that allows us to record information about a particular behaviour in relation to the Setting, Trigger, Action and Result. The aim of using a STAR chart is to better understand what the behaviour is communicating.
Tangibles-driven	Behaviour that is primarily motivated by a person's need to gain access to things that they want, such as food or objects.
TEACCH	Treatment and Education of Autistic and Related Communication Handicapped Children. TEACCH is a framework for supporting people with autism and was created in North Carolina in the 1960s. The primary aim of TEACCH is to help prepare people with autism to live or work more effectively at home, at school and in the community.
Tertiary/reactive strategies	Strategies that are used in response to situations of risk. They involve managing a challenging situation in order to minimise the immediate risk. These strategies are person centred and are used to manage an immediate risk and keep everyone safe. They do not aim to deliver long term and lasting behavioural change. (BILD Code of Practice/Fourth edition)
Theory of Mind	The ability to understand that other people have thoughts, feelings and opinions that differ from your own.
Time-away	A term used to describe a pupil who is given a break from an activity or setting because they are beginning to show signs of dysregulation. The sole purpose of time-away is to de-escalate signs of dysregulation before they trigger behaviour that is potentially challenging.
Time-out	A punishment based behaviour modification technique that is based on the theory that if you remove something positive from someone when they display an unwanted behaviour, they will learn over time to change that behaviour.
Token economy	A 'token economy' is an extrinsic reward system that can be used for 'higher functioning' pupils. Tokens are given in response to appropriate behaviour or for the successful completion of a task. Pupils can then exchange these tokens-effectively using them as payment-to gain access to backup reinforcers, which are activities, items or privileges that the pupil likes and enjoys.
Values	The principles or standards that dictate how we behave when supporting pupils and when carrying out our wider duties.

The Garden **Behaviour Policy**	Key Sources

Key sources used in the preparation of this policy:
A Positive and Proactive Workforce/Department of Health/Skills for Health & Skills for Care/2014
Analysis of a project to design the ideal classroom undertaken by a group of children on the autism spectrum and students of architecture/Scott/2011
Behaviour and Discipline in Schools-Advice for head-teachers and school staff/January 2016
BILD Code of Practice/Fourth Edition/2014
Bullying at School/Gov.uk
Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges/NICE/May 2015
Challenging Behaviour-A Unified Approach/Royal College of Psychiatrists/British Psychological Society/Royal College of Speech and Language Therapists/2007
Every Moment Has Potential-Person Centred Active Support Online Learning Resource/LaTrobe University/Australia/2015
Guidance for Restrictive Physical Interventions: How to Provide Safe Services for People with learning Disabilities and Autistic Spectrum Disorder/Department of Health/July 2002
Human Rights Act/1998
Meeting Needs and Reducing Stress/NHS Protect/2013
Motivational Assessment Scale/Durrand and Crimmins/1992
Positive and Proactive Care: reducing the need for restrictive interventions/Department of Health/2014
Positive Behaviour Support and Active Support/February 2014
Positive Behaviour Support-Getting It Right From The Start/Version 2/September 2009/Department of Human Services/Victorian Government/Australia
Positive Behavioural Support-A Competence Framework/Positive Behavioural Support Coalition/March 2015
Rights Respecting Schools/Unicef/United Kingdom
Setting Up Classroom Spaces That Support Students With Autistic Spectrum Disorders/Susan Kabot & Christine Reeve/2010
The Challenging Behaviour Charter: Rights For All/Challenging Behaviour Foundation/2013
The Iceberg Model/M. Goodman/2002
The Mental Health Act Code of Practice/2015
The United Nations Convention on the Rights of the Child/1989
The use of seclusion, isolation and time-out/Centre for the Advancement of Positive Behaviour Support/December 2015
Understanding and managing behaviour problems in children and young people with autistic spectrum disorders/Great Ormond Street Hospital/2006