



Behaviour Policy

Introduction

Papillon House School is committed to creating a safe, caring and positive environment, where all members of the school community are valued and respected. We promote behaviour that is respectful of the safety and wellbeing of others. The School further aims to develop our children's and young people's understanding of self-discipline and respect for property and for their environment. This is a school-wide behaviour policy, which is based on principles of mutual trust and respect and is supported by a Positive Behaviour Support Approach.

Papillon House School is an independent specialist primary and secondary school for pupils with Autism Spectrum Conditions (referred to in the remainder of policy as Autism) with a wide range of cognitive and communication abilities. It provides a caring and nurturing environment with an emphasis on strong, positive relationships between staff and pupils, which is a major determinant of good behaviour and a positive ethos. Our behaviour management is based on specialist knowledge and understanding of Autism and the associated social and communication difficulties, as well as an individual and tailored approach for each pupil.

Knowledge and understanding of each child/young person is vital in the management of behaviours. All pupils at Papillon House School are individuals with unique personalities. They do however share certain characteristics due to their autism and commonly have considerable social and communication difficulties as well as restricted and fixated interests. In addition, many of our pupils experience high levels of anxiety as a result of their autism. These difficulties sometimes lead to frustration, confusion and distress. As a result of these emotions, inappropriate and occasionally challenging behaviour may occur. At Papillon House School we believe that behaviour is a form of communication and understanding the causes of such behaviour enables us to more appropriately and effectively support our pupils to reduce behaviour that challenges.

Our multi-disciplinary approach to behaviour intervention has a clear focus on preventing difficulties from arising rather than simply reacting to or coping with behaviours which have already occurred. We aim to avoid children and young people becoming stressed or overly anxious and therefore prevent the need for physical interventions wherever possible by the use of effective curriculum and behaviour strategies. We advocate the use of best practice in setting up an appropriate autism friendly environment and providing a motivating and engaging curriculum both of which play a major role in preventing behaviour issues from arising and meeting the needs of the individual with autism. Papillon House School recognises that children and young people with autism need to be supported in a very structured, consistent manner as they develop positive self-management skills and that they benefit from clearly defined boundaries which are understood by staff and pupils alike.

At Papillon House School we believe we play a central role in pupils' personal, social and moral development and that this is just as important as our role in their academic development.

Principles

- Every pupil is considered as a unique individual, taking into consideration their home and school environments and previous life experiences.
- Every pupil has the need for a secure and safe environment where caring relationships support the development of self-discipline and control
- We can reduce the likelihood of behaviours that challenge occurring by creating a physical and social environment that is supportive and capable of meeting our pupils' needs
- The most effective approach is proactive and preventative and aims to teach pupils new skills, including self-regulation, which result in a reduction in behaviours that challenge and enhances their opportunities for independent, interesting and meaningful lives.

Aims and Objectives

At Papillon House School we aim to promote positive change in pupils' behaviour and ability to regulate and manage themselves, through a supportive educative environment, a stimulating curriculum and the setting of high realistic goals.

We will achieve these aims by:

- Providing an environment that is predictable, consistent, safe and positive
- Support pupils to develop their self-esteem, independence skills, confidence and social skills and enable them take pride in themselves and in the school community they belong to
- Ensure that staff have an understanding of autism, associated social and communication difficulties and the impact this can have on behaviour

At Papillon House School all staff receive training as part of their induction on autism and how it presents, as well training on how therapy is delivered within the school.

Pupils are supported in school by a range of professionals. In addition to their Class Teacher, TSA and Special Needs Assistants (SNAs), the school has its own in-house therapy team who provide extensive input into behaviour management within the school. The therapy team comprises of Speech and Language Therapy, Occupational Therapy, Clinical Psychology, Art Therapy and Creative Arts.

Understanding Behaviour in the Context of Autism

All pupils at Papillon House School have a diagnosis of autism. This means they can present with a range of possible associated difficulties, including but not limited to:

- Difficulties in receptive and/or expressive language, resulting in difficulty communicating their needs and wants or understanding what is expected of them
- Difficulty in interpreting social communication, resulting in challenges in peer relationships and a difficulty in understanding social rules and expectations
- Sensory processing difficulties which can lead to challenges in emotional regulation; difficulties in managing the demands of a school environment; and difficulties in processing and making sense of the important information they need to be successful in their day
- Attention difficulties, which can make accessing and engaging in learning hard
- High levels of anxiety, which can result in behaviours that challenge if a pupil does not feel safe

Many of our pupils arrive with us already presenting with established challenging behaviours. Some of these behaviours can place themselves or others at risk of harm, such as self-harming behaviours, physically challenging behaviours or "acting out" behaviours such as absconding.

When pupils arrive at Papillon House School, they receive a detailed multi-disciplinary assessment which helps staff to understand individual pupils by taking into account a wide variety of elements involved in each pupil's life, such as communication, sensory issues, motivation, relaxation, functional skills, cognitive ability, emotional development, self-awareness, diet, leisure, interests, choices, etc. This information is used to help staff:

- Understand why a pupil behaves the way they do
- Understand the factors that influence a pupil's behaviour
- Identify early on the needs of pupils and ensure that the correct support is given in order to reduce the likelihood of challenging behaviours arising in the future

From the assessment education and therapy staff work collaboratively to create Positive Behaviour Support Plans and Risk Assessments to ensure that all staff working with an individual understand how best to support them and keep them safe. It also aims to increase the confidence of staff in dealing with challenging behaviours, equipping them with the skills and knowledge they need to manage behaviours successfully and to reduce behaviours presented. This process should ensure that the need for physical intervention is kept to a minimum and used only as a last resort to maintain the safety of pupils and staff at the school.

School Wide Behavioural Expectations

Although all our pupils have autism, at Papillon House School we believe it is important to uphold positive expectations of behaviour. Pupils with autism benefit from adult modelling and guidance in acquiring and maintaining appropriate behaviours. All staff adopt a positive approach to improving behaviour and upholding school values in order to build pupils' independence and self-esteem. We believe everyone should demonstrate:

- Respect for themselves
- Respect for others
- Respect for the school environment and property
- Responsibility for their actions, at a level appropriate to each individual pupil and their level of ability

Pupils

Positive, good and desirable behaviours are both modelled and positively rewarded so that they can clearly be identified by the pupils who can aspire to achieve them. We focus on encouraging and rewarding the behaviours that we want to promote and develop. We are committed to standards that are socially acceptable and show consideration and care for others. As many of our pupils have significant communication difficulties, we present a simple and clear message, so that our behaviour principles can be accessed by all.

At Papillon House School we encourage and promote the pupils to:

- Do good sitting
- Do good listening
- Do good waiting
- Do good sharing
- Be gentle

Staff

At Papillon House School we will ensure that sufficient numbers of a multi-disciplinary staff team are employed and trained in a variety of skills and with experience to ensure that a consistent approach is achieved and maintained throughout the school, accepting different facets of the school create different demands upon staff.

At Papillon House School we emphasise the reinforcement of good behaviour by praise and reward. Strategies for dealing with inappropriate or unacceptable behaviours are carefully considered by all staff concerned often in consultation with parents. A consistent approach is employed. We do not use punitive methods to address inappropriate behaviours.

Golden Rules

Papillon House School has developed 10 Golden rules that underpin how we support our pupils and should be followed by all staff and visitors to the school. These rules have been adopted with the pupil's point of view in mind.

- Treat me with respect and dignity
- Keep me safe and teach me how to keep myself safe
- Take time to get to know me
- Be consistent with me
- Be positive about me
- Talk to me not about me
- Take time to understand what I am trying to communicate and the ways in which I communicate
- Stay calm with me even though I may not be calm with myself
- Allow me time to process and respond
- Let me know what is going to happen and when it will end

Positive Behaviour Support Approach

At Papillon House School we offer a Positive Behaviour Support (PBS) approach to all our pupils. All our pupils will have Positive Behaviour Support Plans.

This means that we aim to provide the right support for each pupil to enable them to lead a meaningful life and learn new skills, without unnecessary restrictions. It is not just focussed on reducing challenging behaviour. A reduction in challenging behaviour is usually a positive benefit of supporting our pupils to learn new skills, increase their independence and ensuring they have a meaningful and enjoyable school experience.

We understand that behaviour that challenges always happens for a reason and may be the pupil's only way of communicating an unmet need. A PBS approach helps us understand the reason for the behaviour so we can better meet pupil's needs, enhance their quality of life and reduce the likelihood that the behaviour will happen.

Our Positive Behaviour Support Plans are developed by the class teams and pupils' therapists, based on observation and assessment. They are then signed off by the Head of Therapy and shared with parents/carers. They are reviewed half-termly or more frequently if necessary.

The plans contain:

- Personal information about the pupil, their likes/dislikes, medical needs and eating profiles
- Details of their behaviours that challenge and the reasons for these behaviours
- Early warning signs and potential triggers
- Details of what each pupil needs in their environment to enable them to succeed
- The proactive strategies put in place to support a young person to achieve their potential, as well as reduce the likelihood of behaviours that challenge
- Personalised de-escalation strategies for when pupils do become distressed or dysregulated, in order to avoid the need for any physical intervention
- Details of any Team Teach interventions that are used as a last resort to keep the pupil safe from harm

Where a pupil presents with a behaviour that challenges that is particularly risky, difficult to manage without the use of physical intervention or particularly hard to understand the function of, additional support is provided by the Head of Therapy for a more detailed functional assessment. Concerns about behaviour are also managed through our Traffic Light System.

Traffic Light System

At Papillon House School we have a Traffic Light System in place to record, monitor, analyse, identify trends and action behaviour management strategies. The aim is to identify early on the needs of pupils and ensure that the correct support is given.

Each half-term the Class Teacher will identify whether a pupil is Green, Amber or Red, according to these criteria:

- Green: No significant behaviour difficulties that are a cause for concern
- Amber: Cause for concern raised due to escalation in behaviours that challenge
- Red: Pupil in Crisis

A pupil can change colour at any time, should their presentation and needs change.

If a pupil is Green, they receive all the standard support for their behaviour as detailed in this policy. If a pupil is Amber, we put in place a process of additional support from the Class Team, Therapists and Psychology (where appropriate) which will involve additional assessment and additional meetings to understand the cause of the change in behaviour and identify strategies to support the pupil to return to being more settled in school, with a focus on emotional wellbeing as well as behaviour. If a pupil is Red, we put in place a further level of support that involves the Senior Leadership Team. This would also include liaison with external agencies such as CAMHS and Social Care. Parents/carers would be kept informed throughout the process, so they are fully aware if their child is receiving additional support.

Categorising pupils in this way each half-term also provides a way to monitor the trends in behaviour of individuals and the impact support is having, as well as provide a whole school picture of the level of need and behaviours that challenge.

Risk Assessments

Some of the behaviours that challenge that pupils at Papillon House School present with pose a significant risk of harm to the individual, others around or property in their environment. Therefore, in addition to a PBS plan all pupils also have a risk assessment, completed by a multi-disciplinary team including the Class Teacher, TSA, SNAs, Speech and Language Therapists and Occupational Therapists. This is recorded on a Risk Assessment Form. This provides details of any risks to the pupil, risks from the pupil and a summary of how these risks are managed. They are then approved by a Senior member of staff and can be shared with parent/carers.

Management of the Environment and Physical Setting to Create a Capable Environment

A capable environment is one which facilitates an individual to achieve their full potential. Papillon House School aims to create a capable environment for all our pupils. We provide a caring and nurturing environment, with small class sizes and therapeutic techniques embedded within the environment and curriculum. Each class contain six pupils with a high level of staff:pupil ratio. Where necessary pupils receive 1:1 support. Classroom setup is based on the TEACCH principles. The school environment is setup to take account of pupils' sensory processing needs and to reduce overstimulation from visual and auditory input.

All pupils have access to Speech and Language therapy and Occupational Therapy. The school has adopted a Total Communication Approach, using Augmentative and Alternative Communication (AAC) embedded across the school to enable pupils to communicate to the best of their abilities. The school also uses a Sensory Integration approach, embedded across the school and where necessary pupils use a sensory diet to help them to stay regulated. Occupational therapy also supports pupils with the development of functional and independence skills.

Papillon House School is fortunate to have extensive grounds, which all pupils are able to access safely and these are regularly used to support pupils who benefit from outdoor learning, to help with regulating activities and to allow opportunities for exercise. Community visits are also supported to give pupils the opportunities to learn skills that it may not be possible to learn within the home or school environment.

Curriculum and Learning

At Papillon House School we believe the curriculum and positive behaviour management support each other. Learning is the central purpose of schools, and it is, therefore, vital to a positive ethos and generally good behaviour, that we create and maintain orderly conditions in which people can learn. However, providing a curriculum that is at an appropriate level for the abilities of our pupils and which is designed to meet the needs of pupils with autism, will also reduce that behaviour that challenges by enabling pupils to learn and building a sense of achievement which leads to increased self-esteem.

It is for this reason that we have produced a comprehensive "Curriculum Policy for the Teaching, Learning and Assessment of Children with Autistic Spectrum Conditions (ASCs)" for the school which will be regularly reviewed.

Rewards

Standards of good behaviour are encouraged by a wide range of positive reinforcements. These are used according to the individual needs of a pupil, group or class. Our most common and widely used form of rewards and reinforcement are:

- Verbal, i.e., praise
- Non-verbal, i.e., encouraging gestures and facial expressions such as smiles
- Class teacher informing senior staff about positive behaviour for additional verbal and non-verbal reinforcement from senior staff
- Sharing positive achievements with parents so they can also offer praise and positive reinforcement

At times it may be appropriate to offer pupils a more tangible reward. It is recognised that pupils have very individual likes and dislikes, and rewards need to be tailored to the particular needs of the individual, in terms of type, frequency, immediacy and quantity. This will be based on the needs and behaviours of the individual pupil and might include:

- Stickers
- Awards
- Certificates
- Choosing extra time doing a preferred activity
- Tokens or points which can be exchanged for particular activities or treats e.g., vouchers, time on computer, etc.

Food items are not used as a reward or reinforcement at Papillon House School.

Consequences

Although Papillon House School has a positive focus on the management of behaviour that challenges and believes strongly in the importance of positive reinforcement, there will be times when it is appropriate to help our pupils understand that inappropriate behaviour has consequences for the individual concerned and others around them. In general, appropriate, natural consequences will form part of the overall management plans for individual pupils. Consequences should not be punitive or involve punishment. They should be used to help an individual understand that a particular behaviour is not acceptable and that it has consequences as a result.

Whenever consequences are used, they will be:

- Understandable to the individual concerned
- Directly related to the incident
- Individualised and appropriate
- Applied as close to the timing of the incident as appropriate
- Seen to be fair

No consequence will involve, or lead to, the humiliation of any pupil. Staff will ensure the pupil is able to maintain his/her dignity and self-respect at all times. Physical punishment or the threat of any physical punishment is not acceptable under any circumstances. and will be investigated under the School's Disciplinary Policy. The removal of food as a punishment or consequence is also not permitted at Papillon House School.

Behaviour is often a means of communication and we endeavour to understand the function behind the behaviour and to help an individual to find a more effective way to communicate their needs. The strategies in the PBS plan should aim to reduce a pupil's need to demonstrate inappropriate or challenging behaviours.

Physical Intervention

There are times when, despite the extensive use of proactive strategies, a pupil will display behaviours that present a significant risk of harm to themselves, others or property and our de-escalation strategies are not sufficient to manage the situation. We recognise that on occasions physical intervention may therefore be required to help support a child to remain safe. All staff recognise that the physical intervention approaches described will only be appropriate as a last resort. They are not a substitute for the full range of professional approaches to behaviour management. All use of physical intervention must always be necessary, proportionate and in accordance with the law.

In this context, the importance of training and professional development in minimising the need for physical intervention is essential. The ways in which we support the children have been designed to be effective, respectful, safe and as non-intrusive as we can make them. We do not punish inappropriate or challenging behaviour. We seek rather to reinforce positive behaviour.

Papillon House School has adopted the 'Team Teach' approach to the positive handling of its pupils at these times. All staff will be trained in using this technique. Any use of physical intervention must be recorded in accordance with our Physical Intervention Policy.

This Behaviour Management Policy should be read in conjunction with our Physical Intervention Policy.

‘Green Files’

At Papillon House School all staff carry radios, which are used to call for urgent assistance in the event of an incident, by stating “Green File. Location. Green File, Location”. Any available staff who can safely attend are required to do so, until they are reassured that everyone is safe and they are not needed. Reasons for calling a Green File may be to ask for assistance in de-escalating a situation, for support in moving other pupils not involved in the incident or for assistance with physical support. The use of the radios in this manner enables staff to feel confident in managing the situation and therefore to enable them to remain calm and in control of any incident.

As stated above, any physical intervention used must be recorded in accordance with our Physical Intervention Policy.

Exclusion

Exclusion of a pupil is always a last resort and will only be used where there is a Health and Safety risk and it is necessary to restore and ensure the safety of all. It will only be suggested in full consultation with the parents/carers. If a decision is made to exclude a pupil this may be a “Fixed Term Exclusion” whereby the pupil will not be allowed to attend school for a defined period. Such exclusions are for short periods of five days or fewer. Upon return to school, a discussion will take place with parents/carers to agree an appropriate reintegration plan with the pupil. Exclusion is never used as a punitive measure.

In very extreme cases a pupil may be permanently excluded from school which means they would no longer be able to attend. We will always do our utmost to avoid such an exclusion. At Papillon House School we recognise that although we do our best to ensure that all pupils are correctly placed there are occasions when it may be necessary to consider a change of placement. When it is considered that the placement at Papillon House School is no longer appropriate the school will work closely with parents/carers and the Local Education Authority to support transition into a more appropriate placement.

Home/School Partnership

A key feature of the most effective schools is the quality of their relationships with parents. Papillon House School aims to encourage communication within the school and a positive partnership with parents to promote and maintain appropriate behaviours in their children. A shared approach to managing behaviours will help to support consistency for our pupils and increase their chances of success in reducing behaviours that challenge. Communication with parents is maintained through regular telephone calls, the home school diary and informal meetings between staff and parents. The key professional in this process of communication is the Class Teacher who has the initial responsibility for the pupil's welfare. Communication from senior staff such as the Head Teacher or Head of Therapy will be encouraged where there is particular cause for concern. This is supported by formal channels of communication such as Annual Reviews and Parents' Evening. The school is always open to communication from parents regarding behaviour and will at all times endeavour to be open with parents about any cause for concern.

Positive Behaviour Support Plans and Risk Assessments are either shared with parents or available for parents to see on request.

Papillon House School will also support parents/carers by working with external agencies such as Child and Adolescent Mental Health Services (CAMHS) and Social Care who may be an important part of helping us to address behaviour that challenges.

Monitoring and Evaluation

There are several ways in which we monitor behaviour at Papillon House School.

1. Incident Recording

An incident file is kept in the School Office where serious behaviour incidents are recorded. Information includes:

- Pupil's name
- What happened, when and where?
- Any witnesses to the incident
- Action taken by member of staff
- Strategies or consequences used to support the pupil
- Outcome and any further action required

The class teacher or the senior member of staff is responsible for ensuring that, where necessary, parents are informed of incidents.

Parents must always be informed if any injury has occurred to the child or any other child or adult as a result of the incident.

The relevant member of staff is responsible for completing the incident report form with the school secretary. The form is signed by the member of staff and the Head Teacher and/or the Deputy Head Teacher who are in charge of completing any incident report forms as requested.

These forms are kept in the pupil's folder and may form part of the evaluation of the behavioural strategies for that pupil.

2. Debriefs

When there is a serious incident which results in a pupil or member of staff being hurt (physically or emotionally) a debrief will be held at the end of the school day where possible, or the following morning, if not. This will be chaired by a Senior member of staff who was not involved in the incident. All staff who were present at the incident will attend, including the pupil's Class Teacher and Class Team. Emotional support and reassurance will be offered to any pupil and member of staff if they have been witness to an incident and emotional support to the pupil and staff following a need for physical intervention. All information from the debrief is recorded and information stored by the Head Teacher.

3. Record of Physical Intervention

All instances of physical intervention are recorded by the class teams, however small. These records are collated at the end of the week and reviewed by the Head Teacher. The information is stored on a spreadsheet so that any patterns can be identified and so the Senior Leadership Team can monitor any increases and to evaluate the impact of strategies designed to reduce physical interventions.

4. Traffic Light System

Categorising pupils according to Green, Amber or Red enables us to track pupils' progress over time as well as provide a whole school picture of the level of behaviours that challenge and the needs of our pupils. This is reviewed by the Senior Leadership Team to assess whether any whole class or whole school changes/training/interventions are required.

Related Policies and Documents

This policy should be read in conjunction with all other relevant policies and guidance. In particular:

- Anti-bullying Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy

- Curriculum Policy for the Teaching, Learning and Assessment of Children with Autistic Spectrum Conditions (ASCs)
- DfE Behaviour and Discipline in Schools Advice for Head Teachers and School Staff: January 2016

This policy was reviewed and revised by Heather Dilks-Hopper, Head of Therapy, in consultation with Katie Lonnborg, Deputy Head Teacher: April 2021

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