



BEHAVIOUR POLICY

At Papillon House School we believe that a school is influenced the way in which it is run and how it relates to the community it serves. We believe that central to the achievement of good behaviour is the establishment of a sound and positive ethos which is understood and fostered by everyone connected with the school.

Papillon House School actively works towards 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 the young people's understanding of self-discipline and respect for property and for their environment.

The school supports a regime of positive re-enforcement of positive activities, behaviour and relationships based on principles of mutual trust and respect throughout the school day.

The quality of relationships between staff and pupils is the major determinant of good behaviour and a positive ethos. This is established by boundaries of behaviour being clearly defined and understood by staff and pupils alike. 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.

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 common characteristics due to their autism. People with autism have considerable difficulties with Communication; Social Interaction and Imagination. These difficulties sometimes lead to frustration, confusion and distress. As a result of these emotions, inappropriate and occasionally challenging behaviour may occur. Understanding the causes of such behaviour enables us to more appropriately and effectively manage the behaviour. Another common characteristic experienced by many with autism is anxiety. This can also be a major contributor towards behaviour. All the staff at Papillon House School excellent at being mindful of what may be some of the reasons behind the presenting behaviours.

Our multidisciplinary 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 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 an autism spectrum disorder.

Risk Assessments

All pupils at Papillon House School have a diagnosis of Autistic Spectrum Disorder (ASD). Many of our children/young people arrive with us with deeply entrenched challenging behaviours. These behaviours may be 'acting out' behaviours which place them and others at risk or harm or physical behaviours which place them at high risk of harm such as running away or self-harming behaviours such as head banging.

We undertake a full risk assessment of all pupils at Papillon and through this process, identify those who have behaviours which entail risks. This is recorded on a Risk Assessment Form (See Appendix A). All risk assessments are reviewed half-termly, or more frequently, if necessary.

The outcome of the risk assessment process will determine the proactive strategies and reactive strategies that will be included on the pupils Individual Behaviour Management Plan (See Appendix B). All pupils at Papillon have a Behaviour Management Plan. These plans are reviewed half-termly, or more frequently, if necessary.

Risk Assessments and Individual Behaviour Plans are completed by a multidisciplinary team that includes the Class Teacher, Special Needs Assistants (SNAs), Speech and Language Therapists and Occupational Therapists. They are then approved by the Head Teacher and discussed with parents/carers.

Children with Autistic Spectrum Disorders have problems in the areas of cognition and social communication. This causes specific problems such as:

- Poor self-image
- Severe challenging behaviours
- Unclear communicative function
- Wide imbalance between areas in their developmental profiles

At Papillon House School we aim to redress these areas in a holistic and therapeutic manner. We emphasize initially:

- Interpersonal targets such as social communication, social organisation and emotional regulation
- Careful balance of intellectual targets to develop confidence and self-image
- Appropriate use of choice and motivation.

All pupils at Papillon House School will be assessed in all areas and will subsequently be set termly targets for academic, social communication, emotional regulation and motor skills. Papillon House school considers the following categories when dealing with pupils and their specific disabilities.

Social Organisation

This may include:

- Following routines
- Planning and predicting
- Balancing immediate and delayed rewards
- Balancing low and high motivation activities
- Tolerating different sized groups

Social Communication

This may include:

- Interest in others
- Attracting attention in appropriate ways
- Using augmentative communications such as signing and symbols
- Joint attention

Emotional Regulation

This may include:

- Self-regulation
- Mutual regulation

These areas allow a strong interpersonal relationship to develop with adults and peers and allow appropriate experiences for learning. They remain useful throughout a child's life. There are many triggers that necessitate using coping strategies, learnt in their areas. These include:

- Emotional stress
- Anxiety
- Illness
- Introduction of new staff
- Introduction of new routines

When these triggers occur they can affect a child's ability and that of his/her peers to access the curriculum. Successful implementation of these strategies to manage challenging behaviour allows children to access the broader areas of the curriculum identified as:

- Daily living skills
- Leisure skills
- Personal care
- Cognitive development

AIMS

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

We will achieve these aims by:

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 are committed to standards that are socially acceptable and show consideration and care for others.

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

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

Staff

At Papillon House School we will ensure that sufficient numbers of a multidisciplinary staff team are employed and trained in a variety of skills and with experience to ensure that a consistency is achieved and maintained throughout Papillon, 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 should be followed by all staff and visitors to the school. These rules have been adopted with the child'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 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

Physical Intervention

It is likely that at times a pupil will lose control, because of the intensity of their autism. Their behaviour may lead to a risk of physical injury to themselves or others. We recognise that on occasions physical intervention may be required to help support a child regain self-control. 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 and techniques to minimise or avoid confrontation (Positive Behaviour Management). 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.

This Behaviour Management Policy should be read in conjunction with our Positive Handling Policy.

Sanctions

There will be times when it is appropriate to use sanctions to help our pupils understand that inappropriate behaviour has consequences for the individual concerned.

Whenever sanctions are used they should 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 sanction should involve, or lead to; the humiliation of any pupil and staff should ensure the pupil is able to maintain his or her dignity and self-respect. Physical punishment or the threat of any physical punishment is not acceptable under any circumstances. and will be/may be investigated

under the Schools disciplinary policy The removal of food as a punishment or sanction or the use of food as a motivator are not used at Papillon House School

Behaviour is often a means of communication and we endeavour to understand the function behind the behaviour.

Exclusion

Exclusion of a pupil is always a last resort and 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.

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 parents/carers will be given full support to find an alternative provision.

Home/School Partnership

A key feature of the most effective schools is the quality of their relationships with parents. In order to achieve good relationships we create an "informal contract of partnership" by which parents and the school agree to support each other in a number of ways that ultimately benefit our children.

This contract involves the setting out of mutual expectations, those that parents might reasonably have of the school and those which we at school feel it reasonable to have of parents. These principles are re-stated at the beginning of each school year in a letter to all parents and parents are asked to support these.

At Papillon House School we will work together as a school community to develop young people who:

- Are tolerant and have respect for the views, beliefs and property of others;
- Have developed a responsible and independent attitude toward work and who achieve their potential academically, physically, aesthetically, imaginatively and emotionally.

We achieve this ethos by:

- Valuing children as individuals and for the contribution they can make to the life of the school;
- Ensuring a safe, caring environment where the fostering and promotion of good relationships will assist in the development of a sense of belonging to their class and then the school community;
- Providing a well ordered environment in which children are fully aware of behavioural expectations allowing children the time to express concerns of any kind;
- Providing equal opportunities in all aspects of school life;
- Recognising the importance of differing cultures and respecting the values of the individual;
- Encouraging, praising and otherwise positively reinforcing good relationships, behaviour and work;
- Providing a challenging and stimulating programme of study designed to enable the children to achieve their full potential;
- Establishing links with the local community, including industry, to prepare pupils for the opportunities, responsibilities and experiences of adult life.

We will ask parents to support this by:

- Ensuring that their child attends school in good health - with due regard to diet, exercise and illness bearing in mind that, once in school, children will be expected to participate fully in all activities;
- Ensuring that their child gets enough sleep, so that they are able to concentrate throughout the day;
- Ensuring that their child attends school regularly (Do not take your holidays during school time) (If your holidays are taken during school time, Work covered by the rest of the class will not necessarily be repeated and will have been omitted from your child's education. (It may not be possible to provide this work to cover their vacation));
- Ensuring that their child is punctual, and ready to begin lessons on time;
- Providing support for the discipline of the school, with reference to behaviour, safety and the wearing of proper school uniform, including P.E. kit;
- Being positive in your support of the teacher's role;
- Being realistic about their child's abilities (The emphasis should be on encouraging children in their efforts and praising them for their achievements);
- Participating in discussions concerning their child's progress and attainments, and, in particular, attending all Open Evenings;
- Ensuring early contact with school to discuss any matters which might affect their child's happiness, progress or behaviour;
- Giving homework its due importance, including, for example, encouraging and hearing reading.

Teaching and Learning

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.

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

Monitoring and Evaluation

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

- Child's name
- What happened, when and where?
- Any witnesses to the incident
- Action taken by member of staff
- Sanctions imposed
- Outcome and any further action required

The member of staff on duty is responsible for ensuring lunchtime incidents are recorded and, where appropriate, reported to a member of the Senior Leadership Team.

The class teacher or a member of the Senior Leadership Team 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.

A debrief of any incident that initiates a 'Green File' response (see Green File Protocol APPENDIX C) or where a pupil or member of staff has been hurt (physically or emotionally) will be held at the end of the school day where possible. This will be chaired by a Senior Leader (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.

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

- Anti-bullying Policy
- Positive Handling Policy
- Child Protection and Safeguarding Policy
- DfE Behaviour and Discipline in Schools Advice for Head Teachers and school staff January 2016

This policy was reviewed and revised by Alicia Rickman Head Teacher in consultation with Katie Lonnborg Deputy Head and Liz Evans Head of Therapy.

It was reviewed and agreed by the Management Team on 18 October 2017

Policy				
Behaviour	Written	Gillian Hutton	The Management Team	September 2007
Behaviour	Reviewed	Alicia Rickman	Teacher Responsible for Behaviour	October 2009
Behaviour	Reviewed & Amended	Alicia Rickman	Deputy Head Teacher	September 2011
Behaviour	Reviewed	Alicia Rickman	Deputy Head Teacher	October 2013
Behaviour	Reviewed & Amended	Alicia Rickman	Acting Head Teacher	September 2014
Behaviour	Reviewed & Amended	Alicia Rickman	Head Teacher	September 2016
Behaviour	Reviewed & Amended	Alicia Rickman	Head Teacher	September 2017

APPENDIX A

RISK ASSESSMENT FORM

CHILD'S NAME:

DOB:

CLASS:

BEHAVIOURS	WHAT IS THE RISK?	WHO IS AT RISK?	WHAT STRATEGIES HAVE BEEN/ARE BEING USED	OUTCOMES

Signature, Completed by:**Class Teacher**

Date:.....

Print Name

Date:

Agreed by:**Head Teacher**

REVIEW DATE:

APPENDIX B

BEHAVIOUR MANAGEMENT PLAN

CHILD'S NAME:

DOB:

CLASS:

BEHAVIOURS	Triggers	STRATEGIES		OUTCOMES
		Proactive (transitional support)	Reactive	
NOTES				

Signature, Completed by:Class Teacher

Date:.....

Print Name

Date:

Agreed by:Head Teacher

REVIEW DATE:

PAPILLON HOUSE SCHOOL

Debriefing Protocol

All parents are made aware that when their children attend Papillon House School that there may be occasions when their child will need to be held to ensure the safety and wellbeing for themselves and others around them. All parents sign a consent form agreeing to this.

To ensure best practice and constant improvement to our practice some events will require more in-depth debriefing. A debrief will enable us as a school to implement the best techniques for that child as well providing a forum to support the staff at Papillon.

A debrief will be arranged if any members of staff have been involved in a positive handling incident requiring 3 or more members of staff or if the result has been injury to either staff or pupil. The debrief will be run by a member of the Senior Leadership Team, as long they were not directly involved in the incident. Ideally it will be done at 3.10pm on the same day and will last no longer than 15mins. If for some reason it cannot be done on the same day it will be done the following day at 9am.

The Class teacher is responsible for arranging the debrief ensuring all staff are present and a senior Leader is available to chair the meeting.

The debrief will require staff to feedback on what was happening at the time (possible triggers), what positive handling techniques and other strategies were used in de-escalating the situation, what the outcome of the intervention was and if anything could be done differently in the future. A record will be made of any amendments needed to be made on the pupils BMP (Behaviour Management Plan) and Risk Assessment. Emotional support and reassurance will be offered to any pupil and staff if they have been witness to an incident and emotional support to the pupil and staff following a need for physical intervention.

A brief form will be completed by the chair and will be kept in a green file in the office as evidence of the meeting and plans for the future.

Information from these debriefs will enable the school to ensure there is best practice occurring throughout the school, help towards keeping behaviour management plans up-to-date and current and as a way of supporting the staff at Papillon House School.

September 2017