ABBEY SCHOOL FOR EXCEPTIONAL CHILDREN

BEHAVIOUR POLICY

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Other relevant policies:
Child Protection and Safeguarding Policy and Procedures
Counter-Bullying (including Cyberbullying) Policy
Positive Handling Policy
Exclusions Policy

Contents

1. Purpose

Abbey School for exceptional children exists to provide pupil-focused education in the context of promoting pupil and staff wellbeing. Our vision is that all children with exceptional needs receive a meaningful and fulfilling education that enables them to make their own choices about the direction of their adult lives. Abbey School exists to provide the best education possible for young people with exceptional needs. The school has a pupil-focused developmental orientation within which the need for behavioural support can vary from pupil to pupil and from time to time. This document sets out the Abbey School policy on pupil behaviour and the provision of behavioural supports.

2. Roles & Responsibilities

2.1 The Proprietor

The proprietor is accountable for matters relating to behaviour and delegates day-to-day strategic and operational responsibility for overseeing behaviour to the Principal and Senior Leadership Team.

2.2 The Principal

The Principal is responsible for all strategic and operational matters in relation to behaviour. The Principal will:

- Ensure that the behaviour policy is fully implemented and adhered to by staff
- Will evaluate the success of the policy periodically with pupils and staff
- Will report to the Proprietor and Advisory Body at least annually on the implementation of this policy
- Will ensure that staff access the required level of training to implement this policy
- With the SLT, monitor behaviour on a daily basis by reviewing the School's behaviour data and incident logs.

2.3 The Advisory Body

The role of the Advisory Body is to provide strategic support, challenge and accountability. The advisory body shall:

- Ensure members are familiar with the approach to positive behaviour support at Abbey School

- Review the Behaviour Policy and its implementation annually in line with the school's compliance diary

2.4 Staff

All staff are responsible adhering to this policy by providing behavioural support for all pupils within the school at all times. Every member of staff models socially appropriate behaviour and provides reinforcing and corrective feedback to pupils as required. The Senior Leadership Team is responsible for setting standards, providing training, and systematically monitoring staff behaviour and its effects on the behaviour of pupils.

3. Staff development and support

The emotional and psychological wellbeing of staff is an essential component of effective behavioural support. Staff support and development extends beyond skills and knowledge training to include measures to promote wellbeing and that help staff in the aftermath of a potentially traumatic event.

4. Safeguarding pupils

Changes in pupil behaviour may be an indication that a child has been subjected to abuse. If a member of staff thinks behavior may indicate abuse, he or she must immediately inform the school's designated safeguarding lead and follow designated procedures. Please refer to the school Safeguarding Policy.

5. Safeguarding Staff

There may be times when a staff member has to work with a pupil away from the classroom or other shared space. In addition to considering the needs of the pupil, individual members of staff must assess and act in ways that minimise the possibility of misunderstandings and erroneous allegations being made. All staff must ensure that they work with pupils in spaces from where they can easily be seen or heard by a colleague and that are frequently open to and accessible by observers. This means avoiding working behind closed doors, in isolated parts of the building, or in secluded or unsecured areas of the school grounds. Where the personal safety of a member of staff may be at risk, the extent and scope of the risk must be assessed and action taken to mitigate the risk, such as where and how to summon help or how to escape the situation safely.

6. Promoting good behaviour

6.1 Whole school behavioural support

The primary focus of behavioural support is on teaching and rewarding socially appropriate alternatives to behaviour that is inappropriate or that may be challenging. A core component of prevention is ensuring that behavioural expectations are clear and specific. To aid clarity, examples of desirable behaviour are described and specified in a variety of different situational contexts (table 1) so that pupils know what is expected across contexts and staff are able to provide positive and corrective feedback in a consistent manner.

Table 1 Example: Good Behaviour Matrix

	Be safe	Be proud	Be kind	Be responsible
Classroom	Keep hands and feet to yourself.	Share your best work.	Use kind language.	Do your assigned class job.
Playground	Use equipment properly.	Return equipment used to it's storage location.	Share equipment.	Wait your turn.
Dining room	Wash your hands before meals.	Keep your area clean.	Wait in line (on the queuing feet!)	Return your tray to the hatch and put rubbish in the bin.
Corridor	Walk at all times.	Help pick up things people drop.	Give personal space.	Keep volume to conversational level.
Community	Stay with your teacher.	Take care of your appearance.	Wait in line where you need to.	Carry your belongings with you.

6.2 Classroom management strategies used in the school

Classroom management profoundly influences pupil behaviour and engagement. Evidence-based procedures used to promote engagement and minimise challenging behaviour include teacher greetings, activity sequencing and scheduling, transition management, room management, and saying 'no'.

6.3 Modelling

Demonstrating desirable behaviour is one of the most powerful teaching methods available. Staff at Abbey School continuously model socially appropriate behaviour.

6.4 Pupil support

Promoting emotional and psychological wellbeing is critical component of the Abbey School curriculum. Additional wraparound support includes access to individual and group sessions as required.

6.5 Supporting behaviour outside of school

Support for significant and lasting behaviour change is provided within the school and the school day. Pupils receive support in community settings that are part of school activity.

6.6 Organisation and facilities

Abbey School promotes participation and learning while minimising the occurrence of behaviour that challenges. If challenging behaviour does occur, staff respond in the least restrictive and most effective way possible to keep everyone safe. There is ample space within the school for the safe management of challenging behaviour when that is required. There is no space or facility specifically designed for the safe management of challenging behaviour.

6.7 Liaising with parents

School staff routinely liaise with parents on matters relating to education and learning at the end of term and additionally as required. Where appropriate, information will be shared with parents on matters related to universal and focused behavioural supports and how they are used to support their own child. Arrangements for extending universal and focused behavioural support to home settings and/or during holiday periods will be negotiated and agreed on a case-by-case basis.

6.8 Informing professionals

Supporting professionals are invited as active participants in providing focused behavioural support for pupils for whom they have a professional responsibility.

7. Behavioural Support

7.1 Theoretical and conceptual model

The theoretical and conceptual model at Abbey School is Positive Behavioural Support (PBS). Positive Behavioural Support is a framework of values and approaches that have a clear and strong evidence-base. PBS approaches are derived from the scientific analysis of human behaviour and other related disciplines; they address pupil-focused quality of life goals and maximise stakeholder involvement.

7.2 Prevention

PBS emphasises the prevention of challenging behaviour. Level one prevention creates environments that are attentive and responsive thereby making challenging behaviour considerably less likely to occur. By ensuring the environment is able to meet the individual's needs the challenging behaviour becomes unnecessary. Features of supportive environments are summarised in table 2.

Table 2 Features of a supportive environment

Environment	Features	Minimises
Physical	Clean, comfortable and attractive.	Discomfort and sensory intrusion.
Social	Rich in opportunity and positive interaction.	Exclusion, isolation, and insensitive interaction
Tangible	Rich in accessible content food, drink and things.	Barren, deprivation and denial
Task	Rich in opportunity and assistance.	Excessively complex and low preference demand
Inner	Reinforces a positive sense of self and emotional wellbeing.	Negative images and low esteem
Verbal	Effective speaking and listening, maximising autonomy and control	Disregard and denial.

Level two prevention occurs in response to changes in behaviour (e.g., precursor behaviour signalling an increased risk of challenging behaviour). Secondary prevention procedures are individually tailored and documented for each pupil within his or her behaviour support plan.

The third level of prevention occurs in response to the onset of challenging behaviour. Although reactive, level three procedures prevent a challenging situation from worsening and seek to resolve the situation as quickly and supportively as possible. Level three procedures are individualised and documented as a component of the behaviour support plan.

7.3 Minor inappropriate behaviour

Minor inappropriate behaviour refers to behaviour considered ordinary or typical within childhood. Examples of minor inappropriate behaviour might be described as being cheeky, slow to follow instruction or boisterous. Behaviour in this range is dealt with fairly, equitably, and constructively by staff. Minor inappropriate behaviour may be recorded, but would not normally be the subject of formal assessment or intervention.

7.4 Behaviour of concern

A behaviour of concern is behaviour that is persistent, damaging or limiting (interferes with learning or development or opportunities for engagement in social or community activities), or

that may develop into more serious challenging behaviour. Behaviour of concern warrants focused intervention that is proportionate and timely, and based on a prior analysis of the evocative and maintaining variables which allows us to understand why the behaviour is occurring, what needs are being met by the behaviour and how the environment can be adapted so that the behaviour is no longer required to meet that need. The impact of intervention is evaluated for a period of time that is sufficient for us to be able to demonstrate that the desired outcomes are well established and will continue into the future.

7.5 Behaviour that challenges

Challenging behaviour is behaviour whose frequency, intensity, or duration is such that the personal safety of the individual or others is compromised, and/or that impedes opportunities for learning, development and growth, and/or restricts opportunities for meaningful participation in community life. Challenging behaviour is the subject of function-based, multi-component intervention, based on a prior functional assessment as described below. The impact of intervention will be evaluated in context for a period of time that is sufficient to be able to demonstrate that the desired outcomes are well established and will continue into the future.

8. Assessment and focused intervention

8.1 Focused support

Focused support for challenging behaviour is delivered through a function-based multicomponent intervention plan designed, monitored, and evaluated by a team of Board Certified Behaviour Analysts led by an experienced PBS practitioner.

8.2 Pre-placement assessment

Pupils referred to Abbey School are assessed for behaviours of concern or behaviour likely to challenge learning, development and growth. Behaviour that may be a barrier to learning is analysed prior to admission and a provisional hypothesis of function of why that behaviour is occurring, is formed. Initial strategies are identified to support the pupil and minimise the likelihood of such behaviours occurring during the transition period, whilst further assessment is carried out.

8.3 Within placement assessment

Within placement, assessment is completed during the first week of placement to include an analysis of whether the provisional hypothesis of function is accurate, and to design focused behavioural support. Intervention effects are monitored on a continuous or sessional basis. Data are regularly reviewed and summarised at the end of the first half term following placement and termly thereafter.

8.4 Stakeholder involvement

A PBS practitioner leads the assessment process and coordinates assessment activity, including data analysis, producing an assessment report, and ensuring full stakeholder participation. Stakeholder involvement includes, but is not restricted to, the pupil, his or her family, referring professionals, and school staff.

8.5 Assessment procedure

Assessment procedures are selected that best match the behaviour that is being assessed and the contexts in which it is occurring.

- Non-complex cases are assessed using a Rapid Assessment Framework (RAF).
- Behaviours of concern are assessed using a Behaviour of Concern Assessment (BOCA).
- Severe challenging behaviour is assessed via the Descriptive Functional Assessment Guided Inquiry (DFA-GI).

Provisional hypotheses may be tested to see if they are accurate and this may involve using brief or extended functional analysis (BFA/EFA) methodologies, and/or evaluating intervention effects over a prescribed period of time. All assessments include a period of direct observation and the collection of behavioural data, this will involve using an established method of data collection which may be direct or indirect.

8.5.1 Assessment report

A functional assessment report describes the behaviour(s) assessed and functionally relevant aspects of the physical and social environment. Each assessment report has a standalone analysis and formulation and contingency diagram. This means that each report will include a simple and clear analysis statement that can be easily read and understood out of the context of the report. It will also include a contingency diagram, which is a schematic summary of behaviour and events identified in the functional assessment as salient, with directional arrows to show how they relate. This is designed to ensure that the findings of our reports are accessible and easier to understand.

8.5.2 Multi-component intervention plan

A comprehensive multi-component functional-based intervention plan is developed for each pupil whose behaviour has been assessed. The scope of intervention plans matches the complexity and impact of behaviour targeted for intervention. Intervention plans specify a) contributors to the plan, b) a timeframe for implementation, c) outcome expectations for quality of life and behaviour reduction, and d) measurement. Outcomes and intervention procedures are described for:

- Physical, emotional and psychological wellbeing,
- Enrichment and quality of life enhancement,
- Teaching and learning outcomes,
- Replacement or alternate behaviour,
- Focused behavioural intervention,
- Carer supports,
- Resources.

8.6 Behaviour Support plan

The trans-disciplinary team meets regularly to schedule implementation of intervention components and monitor their impact. The team produces, reviews and updates a bespoke Behaviour Support Plan (BSP). BSPs specify and signpost current supports.

8.7 Intervention

Intervention components span multiple environments and contexts. Behaviour change procedures are designed to have impact beyond the time and places in which they are implemented. We seek to ensure that improvements in behaviour and skills generalise to novel environments and contexts and maintain over time so that the improvements are long-lasting.

Maintenance and generalisation of improvements in behaviour and skill do not happen automatically and require specific planning, the detail of which will be included in the plan. Multi-component intervention may be extended on a case-by-case basis for day pupils to include home and community settings.

8.8 Evaluation – monitoring and review

The trans-disciplinary team monitors the effects of intervention and adjusts intervention components as required. Comprehensive plan review is triggered either when the intervention period comes to an end, or when all intervention components are fully implemented. Successful plans are replaced with a plan designed to ensure that the improvements continue or 'are maintained' over extended periods of time, this is called a maintenance plan.

9. Rewards and sanctions

9.1 Rewards and sanctions

Procedures for encouraging and strengthening socially appropriate pupil behaviour are described above. Sanctions are not applied to pupil misbehaviour unless, in exceptional cases, they represent for an individual the least restrictive and most effective option available. A record is kept of any sanctions that are imposed. Otherwise, behaviour requiring correction is treated as a learning opportunity. Staff interrupt-redirect-reward so that pupils receive corrective feedback, are directed to a socially appropriate alternate behaviour, and are then rewarded.

9.2 Reasonable force and restrictive intervention[1]

Our positive and proactive approach seeks to anticipate and remove potential triggers for behaviour that challenges, and therefore minimise the likelihood of, or avoid the need to use, any form of reasonable force or restrictive intervention. Our reactive strategies focus on supporting the young person and seek resolution of the crisis as supportively and quickly as possible. We will always seek to use the least intrusive, least restrictive option to achieve this goal. Using our person-centred function-based planning will enable Abbey School to support and de-escalate young people during times of distress or crisis without needing to use restrictive intervention. There will, however, be times when the only realistic response to maintain our duty of care to protect a person from harm in a crisis situation, will be restraint or restrictive intervention.

At Abbey School we are clear that restrictive intervention should only be used when absolutely necessary, in accordance with the law and clear ethical values and principles which respect the rights and dignity of children and young people, and in proportion to the risks involved. It can never be a long-term solution. All use of planned or unplanned restrictive intervention will be in line with our policy on positive handling and subject to careful analysis and monitoring designed to reduce its occurrence.

9.3 Anti-bullying strategy

The anti-bullying strategy at Abbey School is captured in arrangements for universal and focused support as described above. Staff model and reward socially appropriate behaviour at all times, including consideration for others and embracing and valuing diversity and difference. Pupils with severe learning disabilities and/or an autism diagnosis, and those with additional communication difficulties, are at increased risk of engaging in challenging behaviour, which may include physical and verbal aggression directed toward others.

Challenging behaviour of this type is most often a product of a person's interaction with his or her environment, in that it is the only way that a person can get specific needs met and is seldom directed with intent to upset or cause distress to others. Pupils at risk of engaging in physical or verbal aggression to other people will receive focused support for significant and sustained behaviour change. Pease refer to the school Counter Bullying Policy.

9.4 Searching for prohibited items

Staff authorised by the Principal may search pupils or their possessions, with or without consent**,** if there are reasonable grounds to suspect the pupil may be in possession of prohibited items:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

9.5 Exclusion

Abbey School is a specialist resource that addresses the learning and support needs of children that are unusually complex. Our comprehensive and detailed analysis and understanding of behaviour in conjunction with our person-centred approach allows us to alter environments to prevent our pupils from needing to engage in behaviour that challenges, teaches our pupils how to more safely and appropriately get their needs met and also supports our pupils to learn how to cope with normally occurring situations that they find hard to tolerate. Although we have the right to use formal exclusion, it is highly unlikely that we would reach this stage, as we would have exhausted every other possibility and involved key stakeholders and additional expertise to ensure that the best interests of the young person is at the heart of all we do. In the event that Abbey School is not able to meet the needs of a young person, we will always aim to work with the young person's family and local authority to identify a suitable alternative placement for a managed move.

We do not believe that exclusions are the most effective way to support young people with complex needs, however we acknowledge that in exceptional circumstances it may be necessary to exclude a pupil either permanently or for a fixed period of time and this would always be considered very carefully and kept to the absolute minimum period of time necessary for safety. Please refer to the Exclusion Policy for further information.

10. Monitoring, Evaluation & Review

This policy will be reviewed annually by the Senior Leadership Team.
At every review, the policy will be approved by the Principal, Senior Leadership Team, Proprietor and Advisory Body.

Abbey School
for Exceptional Children