



## Promoting Positive Behaviour in Barbara Priestman Academy



### **Guidance for all staff.**

At Barbara Priestman Academy we understand that positive behaviour is at the heart of effective learning.

We will promote consistent positive behaviour across the Academy, encouraging individual responsibility and raising self-esteem.

At Barbara Priestman Academy, **every member** of the school community has a responsibility for behaviour. All staff should be seen to follow procedures confidently and consistently. All staff and students have an entitlement to achieve their maximum potential in a safe and secure environment where effective teaching and learning can take place. It is our belief that good behaviour needs to be taught, should be expected, and be consistently encouraged.

We aim to create a positive environment in which students are able to build positive relationships and choose appropriate behaviours.

At Barbara Priestman Academy every student has unique values and potential and all students are able to learn the essential skills and attitudes necessary to become confident, successful, independent learners who can achieve their potential.

Our philosophy for managing pupil behaviour is based upon Assertive Discipline (AD).

"Young people need the structure and guidance that appropriate classroom expectations and rules provide. When students learn to behave responsibly, their self-esteem rises and their motivation to achieve increases". Lee Canter, founder of Assertive Discipline.

### **Assessing the needs of pupils with behaviours that cause concern**

It is not always possible to immediately identify reasons why a student behaves in the way that they do, sometimes it is as a result of their diagnosis, home background, social difficulties or their only way to communicate to us that something is wrong. For these reasons it is important to carefully monitor and record patterns of behaviour throughout the day over a period of time, incorporating different types of prevention/supportive strategies and talking/listening to our young people.

We record behaviour through the use of 'Behaviour Watch' and, where appropriate Physical Intervention records in our bound book. Analysis of these help us understand why behaviours occur and what the student is communicating. They also help us look at frequency, context and levels of behaviour.

Physical intervention of all types will be reviewed regularly through monitoring and SEN Team meetings. Staff will be trained using Team Teach techniques including de-escalation and physical intervention. **(Please see separate Physical Intervention Guidelines for Use and Recording.)**

Where necessary, behaviour plans and/or positive handling plans are implemented after behaviours have been fully analysed. Should a student's behaviour become problematic over time, concerns will be raised with the Academy SEN Team and discussed with parents. If necessary a referral to other professionals for advice will be made or a possible review of the students current EHCP.

### **Consistent Management of Behaviour**

Most students learn to manage their behaviour and take responsibility for their choices and this needs to be taught. It is really important that all members of the Academy community know the Academy rules and consistently apply them. We need to teach the academy rules and re-visit them regularly. We need to share our expectations for different situations and be explicit. Students will also need to be shown how to carry out simple daily routines (lining up, entering and leaving classrooms, walking through the building etc.) as well as special routines, (How to leave the building if the fire alarm sounds, how to behave during Christmas lunch) and finally contextual aspects of lessons (visits, using D&T equipment, in the pool, on the trampoline, in a reading session etc). For example "We are doing a mental maths test and the expectation is that we all work quietly and independently."

We cannot assume that children will know what to do in these events and they will need specific teaching and routine practice. Supportive feedback then reinforces positive behaviours.

We then must apply the rules and routines consistently as our students often have an acute sense of injustice.

Students with ASD enjoy routine and like clear boundaries. It is important that staff share their behavioural expectations at the start of lessons and manage behaviour consistently. The use of visuals to explain activities help students prepare for what is coming next and eases transitions from one activity to the next. It is important that changes are well-communicated and that staffing is as consistent as possible.

**The academy rules are:**

- ✓ Follow directions first time of telling
- ✓ Keep hands and feet and other objects to yourself.
- ✓ Always speak politely (do not swear, name call or say rude and hurtful things).
- ✓ Be in the right place at the right time and stay in boundaries.
- ✓ Do not take or touch other people's property.

**Example classroom rules might be;**

- ✓ Enter quietly and find your seat
- ✓ Have your equipment ready and your planner
- ✓ Complete set work
- ✓ Follow the academy rules

**Specialist classroom rules might be;**

- ✓ Enter the classroom quietly and find an apron
- ✓ Wash and dry your hands
- ✓ Tie back your hair
- ✓ Follow the safety rules
- ✓ Follow the academy rules

When students choose to follow the rules we need to ensure that they are positively reinforced; these students are making the right choices.

***It is expected that staff will:***

- ✓ Use praise frequently, along with the techniques described within 'Assertive Discipline' to encourage positive behaviour. E.g. proximal praise, a smile or thumbs up, behavioural narrative and supportive feedback.
- ✓ Always reinforce behaviour as a choice; students should understand that they are responsible for the way they choose to behave. "I like the way that Ben has chosen to start his work and has got the date and title written down already"
- ✓ Teach students specific routines and the behaviours associated with those routines so expectations are clear.
- ✓ Log positives on Behaviour Watch and make the phone call home. This also reinforces positive behaviour, it does not take long but the impact is long lasting. Two positive phone calls home each day or notes home might take 5 minutes out of your day but is hugely effective and means a lot to both students and parents. It builds good rapport with parents and in the long term makes it easier for you to make the difficult phone calls too.
- ✓ Follow behaviour plans where appropriate.
- ✓ Personalise rewards where necessary based on our knowledge of the student.

**If students choose not to follow the rules, corrective actions will be put in place;**

1. Reminder
2. Reminder with explanation
3. Remove (sat away from group for short time)
4. Removal from class
5. Phone call home/loss of privilege

### **SEVERE CLAUSE (Assertive Discipline)**

Sometimes students exhibit extreme behaviour, e.g. swearing at staff, spitting at people, hitting/punching/kicking/biting another person or damaging property. If this occurs the student would go straight to number 5 on the corrective action list. (Also known as severe clause) They should also make some reparation for their behaviour once calm e.g. clear up mess, write letter of apology etc. At this level students will be provided with time to reflect upon their behaviour away from their peers (please see Reflection room and Internal exclusion guidelines if necessary).

Staff must ensure that these are put in place consistently and that students are clear which stage has been reached. As soon as the student complies with a request provide positive reinforcement appropriately e.g. catch them being good.

In order to avoid getting in to formal corrective actions staff should implement a range of Assertive Discipline strategies;

- ✓ **Distraction** - providing a task or question
- ✓ **Move in** - physical proximity to the student alerts them that you are noticing
- ✓ **Name dropping** - gains their attention if their name is dropped in to a routine sentence e.g. "so we need to get started on this exercise don't we Ben?"
- ✓ **Positive comment** – this can be about the student's previous achievement "I really liked the work that Ben produced last week and I am looking forward to seeing what he can do this week"
- ✓ **The look**- can help get a student back on task

### **When delivering formal corrective actions;**

- ✓ **Be discrete** -this helps a child 'keep face' with their peers and keeps the discussion private.
- ✓ **Be aware** that confronting or openly challenging a student can produce a fight or flight mechanism in anxious students.

- ✓ **Use a low and slow voice**
- ✓ **Always consider** processing time for students when you give an instruction. (If possible give time for students to think- e.g. "I need you to come inside-I will give you 3 minutes to come in and then we can talk." It might also be effective to remind students of the corrective action e.g. "If you choose not to come in, then you will be choosing to pay back the time at lunch break")
- ✓ **It is important** after dealing with an incident that it is then 'finished'. Incidents are not dwelt on or re-visited, where possible, after the event. Each incident is treated as a new and different incident. This helps to prevent the feeling of failure and does not reinforce any negativity
- ✓ **It is of utmost importance** that we like the child, but not the behaviour. Labelling children is unacceptable. We don't 'become' our behaviour. Children need to know that they are liked and valued.
- ✓ **Make explicit**, in a constructive, calm and positive way, what behaviour is expected of students and what is unacceptable.
- ✓

**When students choose to follow the rules their positive choices will be acknowledged through;**

- ✓ Positives on Behaviour watch
- ✓ Positive phone calls home
- ✓ Rewards(personalised)
- ✓ Public or private recognition
- ✓ Merits in planner

## **Environmental**

**Our more complex young people with autism** are very aware of their immediate environment, and can be oversensitive to issues such as light and sound. The classroom will provide an acceptable sound and light level. There will also be enough space within the classroom to allow for some 'wandering' that will help some individuals manage their own behaviour. Some students also have the addition of movement breaks incorporated into their personal learning plans.

Those individuals that respond to a TEACCH structure, in which routine is vital will be given this; those that do not need such a rigid routine structure will still have a visual daily timetable to follow. The timetable will be produced in view of individual needs, in either written and/or symbol format.

Opportunity for working individually without the distraction of other students will also be a method that is used to reduce challenging behaviour for example, working outside a class/SCERTS, time out cards

Changes that are at times unavoidable will be managed with a degree of sensitivity regarding individual student needs to reduce anxieties.

Motivation can sometimes be difficult when educating an individual with autism. They quite often respond to activities that may not always be deemed appropriate, or they are motivated by their own 'obsessions'. There is a place for the use of 'obsessions' to gain motivation, but they are used within reason, such as a 'reward' after the expected work is completed. Clear guidelines through the use of visual clues are used to indicate the expectation of each task.

### **Useful Strategies in Caring for and Educating People with Autism/Asperger Syndrome Some Do's & Don'ts**

This partial list provides positive guidelines for managing students with autism. In the majority these are taken on board, but there may be occasions that some students are exceptions to the rules:

#### **Do:**

1. Like her/him.
2. Use 1:1 support as and when needed.
3. Limit language/use visuals appropriately.
4. Consider positive intervention.
5. Work in the present, the literal, the concrete. *(If it can't be seen, touched, or demonstrated, smelled, heard or tasted then it may not be safe to assume it is understood.)*
6. Remember that the facility to repeat sentences does not mean that they are understood or intended to mean what the words say.
7. Remember that understanding an instruction does not (for any of us) equate with instant compliance.
8. Work with obsessions.
9. Offer physical and visual cues to aid communications that are not word dependent.
10. Provide time-tables and negotiate choices.
11. Expect to teach everything, assume nothing.
12. Give clear messages.
13. Maximise success.
14. Consider Theory of Mind.
15. Provide 3-D learning.
16. Preserve mutual respect and dignity.
17. Offer appropriate affection.
18. Be consistent and reliable.

19. Be specific.
20. Act confident.
21. Respect individuality.
22. Give processing time
23. Make sure rewards are rewarding.
24. Compromise.
25. Provide positive models.

**Don't:**

1. Expect empathy.
2. Expect comprehension.
3. Expect gratitude.
4. Punish.
5. Become embattled.
- 6. Take it personally.**

**Other Guidelines available include;**

- Physical Intervention Guidelines for Use and Recording
- Reflection Room
- Internal Exclusion