



1. INTRODUCTION

The school is committed to providing a safe environment for pupils and this policy is compliant with national and local guidance and compatible with the school's Safeguarding and Promoting the Welfare of Children Policy and Procedures. This is a school-wide behaviour policy, which is based on principles of mutual trust and respect, and Positive Behaviour Support (see section 5).

This policy was developed in consultation with staff, pupils (School Council) and Eagle House School Improvement and Strategy Group and has due regard for the DfE guide; Behaviour and discipline in schools advice for headteachers and school staff (2016).

Eagle House School (Sutton) is an independent specialist secondary school, which provides a broad and balanced curriculum within a small, caring and nurturing environment for pupils with Autism Spectrum Disorders (ASDs) and associated social and communication difficulties. The Eagle House 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.

Our approach to behaviour therefore begins by establishing good foundations which include a knowledge and understanding of the pupil, working with their distinct learning styles and preferences, ensuring effective communication and taking account of research based best practice.

It is therefore essential that staff appreciate the difficulties a pupil may have associated with their autism, this includes recognising the communicative importance of all behaviours. For many pupils, a lack of understanding of social rules means they require a highly structured approach to achieve acceptable standards of behaviour. At Eagle House School we aim to equip our pupils with self control and strategies for managing their own behaviour. 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.

Eagle House School has a central role in its pupils' social, personal and moral development just as it does in their academic development. As such, we measure standards of behaviour in terms of pupil's developing ability to achieve appropriate social and behavioural goals.

2. PRINCIPLES

- Every pupil is considered as a unique individual, in the context of his/her school and home environments
- Every pupil has the need for a secure and safe environment where caring relationships allow time for the development of self-discipline and control
- Where possible, the pupil should be involved in monitoring and changing unacceptable behaviours. Pupils are encouraged to use discussion and negotiation to develop awareness of their own behaviour and to promote self-discipline

3. AIMS

Our school-wide approach aims to create an environment which is:

- Predictable
- Consistent across people, places and time
- Positive
- Safe

The aims of this policy are for pupils to develop:

- Self-confidence and self esteem
- Self-regulation strategies (The ALERT program and Zones of Regulation) and accountability for behaviours
- Independence and functional skills
- Social skills and social behaviour
- A sense of pride in themselves and their school
- Awareness and respect for others

Staff working at Eagle House School aim to:

- Create and maintain a positive, safe, caring and effective learning environment with realistic expectations
- Demonstrate knowledge and understanding of the difficulties which pupils face due to the nature of their disability
- Develop a moral framework which encourages relationships based on kindness, tolerance, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Demonstrate that we recognise and appreciate the efforts and contribution of all
- Show that we value all individuals
- Define acceptable standards of behaviour
- Encourage consistency of response to both positive and negative behaviour
- Ensure that the school's expectations and strategies are widely known and understood

Encourage the involvement of both home and school in the implementation of this policy.

4. OBJECTIVES

Eagle House School recognises that all staff working with pupils must have an understanding of the

nature of autism spectrum disorders (ASDs) and social and communication difficulties, and their impact on social behaviour. A detailed multi-disciplinary assessment 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.

Eagle House School staff recognise that the pupils benefit from adult modelling and guidance in acquiring and maintaining appropriate behaviours. All staff encountered by pupils at Eagle House School have a duty to model high standards of behaviour, both in their dealings with pupils and with each other. This modelling helps pupils to learn.

All staff adopt a positive approach to improving behaviour in order to reward effort and application, and to build self-esteem. Eagle House School draws upon the expertise of knowledgeable and skilled professionals in managing challenging behaviours.

The school works in partnership with those who know the child to help:

- Find out why the pupil behaves as he or she does
- Understand the factors that influence the pupil's behaviour
- Identify early warning signs that indicate foreseeable behaviours are developing

This approach helps to ensure that early and preventative intervention is the norm. It reduces the incidence of extreme behaviours and makes sure that the use of physical restraint is rare.

We understand that the behaviours of pupils may have specific functions, for example to gain or to avoid social interaction, sensory input, tasks and tangibles. These functions are often difficult to identify without a detailed analysis of each particular incident. Where a pupil's behaviour is becoming more challenging or when there is uncertainty about what may be underlying the behaviour, a detailed Functional Behaviour Assessment is undertaken by skilled professionals to clarify and inform the development of targeted Behaviour Support Plans.

All behavioural strategies are formally agreed and ratified by class teams, CA Team and parents/carers before they are implemented in school. Plans are formally recorded in Behaviour Support Plans, which set out the actions necessary to:

- Meet the pupil's needs
- Encourage the pupil to make positive choices and develop self-control
- Support the pupil in difficult situations
- Safely manage crises if and when they occur

5. SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT

Our school-wide Positive Behaviour Support (PBS) model uses a tiered approach, designed to provide behaviour interventions at different levels, proceeding from least to most intensive according to the needs of the individual pupils (see diagram, Appendix A).

5.1. Tier 1

Our primary goal is to prevent challenging behaviour from occurring. Every child has a Behaviour Support Folder (BSF) which includes:

A pupil profile outlining their likes and dislikes and important information about how their autism impacts on their behaviour.

An individualised Ziggurat model (see Appendix B and Autism policy for further information) as which details the pupil's core needs and interventions relating to their underlying characteristics of autism using the 5 areas in a hierarchical structure as follows:

- Biological and sensory needs
- Reinforcement
- Structure and visual/tactile supports
- Task demands
- Skills to teach

Behaviour guidelines which provide staff with guidance on how to respond to everyday behaviours that pupils may display and what such behaviour might mean.

A Behaviour Support Plan (BSP) for those pupils who require one (see Tier 2 below).

Staff should refer to and follow the guidance set down in these documents at all times and should never 'do their own thing' when supporting a pupils behaviour.

Further general principles adopted at Tier 1 of our approach include the following:

▪ **Organising a high-quality learning environment**

Each class should use materials and activities that provide a high level of pupil engagement, motivation and interest, positive classroom ethos and interactions, access to preferred rewards and activities, a consistent and predictable system of scheduling (use of visuals), immediate and effective systems of communication, clearly defined rules and expectations, high levels of general and focused praise.

▪ **Arranging the environment to support positive pupil behaviour**

Environmental adaptations based on the TEACCH approach are used to provide pupils with the structure, visual supports, and predictability they need to learn and build positive relationships with others. For example, they help pupils to understand what is expected of them, what they need to do to complete a task and how to find the materials they need, so they can be as independent as possible. The class teams take into account the use of space, reduce distractions, and provide clearly organised activities and transitions. An environmental checklist /TEACCH audit is used to measure best practice in each classroom, which is audited on a regular basis.

▪ **Developing communication and social skills as part of the core curriculum**

Communication and social skills are the most critical areas of difficulty for pupils with ASD, which affect their functioning in all aspects of life, and are often related to challenging behaviour. Skill development is an important part of the routine curriculum at Tier 1. And

learning activities are designed to provide daily opportunities for pupils to develop and practice skills in these areas See Communication Policy.

5.2. Tier 2

Secondary prevention is designed to provide more targeted support for pupils who continue to show challenging behaviours despite the implementation of the primary preventative strategies at Tier 1. Tier 2 focuses on 3 outcomes:

- **Using Functional Behaviour Assessment (FBA) to design Behaviour Support Plans that guide intervention**

It can be difficult to understand the function of behaviours or what triggers them. Interventions need to be individualised according to the very differing needs of pupils with ASD. FBA is a process of understanding what may trigger challenging behaviour (antecedent), what the pupil gains from the behaviour, i.e. what do they achieve, and what may be reinforcing it. The focus is then to prevent the triggers e.g. by structuring the environment, ensuring that reinforcement is targeted for appropriate behaviours and supporting the pupil to achieve the same function in more socially appropriate ways by teaching alternative behaviours. Behaviour is observed, recorded and analysed to evaluate the effectiveness of the interventions. Interventions can be provided at the antecedent, behavioural or reinforcement level.

- **Implementing evidence based practice to decrease challenging behaviours**

We do this by providing more targeted assessment of the pupil's needs, and using this to inform interventions.

- **Further developing communication and social skills by providing more frequent opportunities to learn and practice.**

This is achieved by providing individual and/or group work following advice from the Speech and Language Therapists.

5.3. Tier 3

At this stage, for a small number of pupils, the challenging behaviours are more serious, usually due to the frequency, duration or intensity of the behaviours, and they may be potentially harmful for the pupil or others. The multi-disciplinary team review the FBA to try to understand why the strategies put in place may not be effective in reducing the behaviour. We will also involve parents/carers, and on occasions, the Local Authority to call a review to plan a strategy to support the pupil's behaviour. We may also refer pupils to external agencies for more specialist support.

6. SCHOOL-WIDE BEHAVIOURAL EXPECTATIONS

We have positive behavioural expectations for everyone in the school community as follows:

6.1. To have respect for ourselves

Everybody should try to:

- Behave in a sensible and appropriate manner

- Keep themselves safe

6.2. To have respect for each other

Everybody should try to:

- Allow others to learn and teachers to teach
- Treat everybody with consideration and good manners
- Respect the right of others to hold their beliefs and opinions
- Help to prevent all forms of bullying
- Behave with the health and safety of others in mind
- Behave helpfully and responsibly

6.3. To have respect for the school environment and property

Everybody should try to:

- Treat their own property and the property of others with care
- Treat the school buildings, contents and grounds with care

6.4. To be responsible

Everybody should try to:

- be safe
- make an effort

It is recognised that achievement of these standards of behaviour will be part of a developmental process for all pupils at Eagle House School.

Each school rule is defined fully, so that pupils know what the expectations are in each area and activity throughout their school day. These are built into the curriculum through PHSE and life skills lessons, assemblies, school council, etc. We teach exactly what the behavioural expectations look like differentiated for the needs of all pupils.

We acknowledge when pupils are showing appropriate behaviours and following school rules by the use of positive means e.g. praise, certificates, individualised reward systems, class rewards, tokens to exchange for vouchers, etc.

We use functional behaviour assessment in order to establish what behaviours achieve for individuals and are therefore, careful not to inadvertently reward inappropriate behaviours.

7. MANAGEMENT OF THE ENVIRONMENT AND PHYSICAL SETTINGS

Classroom management and teaching methods can affect a pupil's behaviour and signal to them how they and their efforts are valued. Relationships between staff and pupils, strategies for encouraging appropriate behaviour, proximity to others, arrangements of furniture, access to

resources and classroom display may all influence the behaviour of our pupils.

The visual structure of classrooms and of other physical settings should help to develop independence and personal initiative. For example, furniture should be arranged to promote on-task behaviour so that specific areas of the classroom are associated with specific work, for example TEACCH visual schedules, activities table, circle time area, etc. Materials and resources should be arranged so that only those relevant to the work in hand are accessible to reduce uncertainty and distraction. Displays should be relevant to the pupils and be designed and positioned to avoid 'visual overload'.

Teaching methods should encourage active participation. Lessons should aim to encourage pupils to develop the necessary skills, knowledge and understanding to work, play and co-operate with others. This may be supported for pupils through the use of augmentative communication methods, including Pragmatic Organisation Dynamic Display (PODD), the Picture Exchange Communication System (PECS) and Makaton signing when appropriate.

Change is often very difficult for pupils with ASD to understand and cope with and can often result in challenging behaviour if not properly managed. For this reason it is important that staff prepare pupils well for transitions in school, from one activity to another and when going offsite as well as at the end of the day when it is time to go home.

8. THE CURRICULUM AND LEARNING

Eagle House School (Sutton) recognises that an appropriately structured, motivating and engaging academic curriculum contributes to effective learning and appropriate behaviour. Thorough planning for the needs of individual pupils and the use of Personal Development Plans, the involvement of pupils in their learning, and feedback, when appropriate, help to foster appropriate behaviours.

Lessons should have clear learning intentions and differentiated 'I can' statements to meet the pupils' individual levels of ability. Record keeping, supported self assessment and focused praise can help provide feedback to the pupils on their progress and achievements, and signal that their efforts are valued and that progress matters.

9. REWARDS

The pupils play an active part in choosing and listing the behaviour expectations for themselves and others in a variety of contexts, whilst taking into account their age and level of understanding. Expectations are expressed positively, in as concrete a manner as possible, and are displayed within classrooms. The School Council liaises with pupils in setting and agreeing expectations. The lead professionals are responsible for acquainting pupils, volunteers, etc with this code, and determining who will allocate or impose the agreed rewards and consequences.

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.

The kinds of rewards and reinforcements used are:

- Verbal, i.e. praise
- Stickers
- Tick charts

- Non-verbal, i.e. encouraging gestures and facial expressions such as smiles
- Negotiated rewards, i.e. trophies
- Toys
- Awards
- Certificates
- Tokens or points which can be exchanged for particular activities or treats e.g. vouchers, time on computer, etc.

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. In many cases it may be more effective to develop a range of rewards from which the child can choose on a daily/weekly basis. See policy on Rewards and Consequences.

10. CONSEQUENCES

Eagle House School (Sutton) is committed to a positive and non-punitive philosophy.

Although the School sees rewards as central to the reinforcement of appropriate behaviour, realistically there is a need for pupils to develop an understanding of the natural consequences of their actions. The use and type of consequences applied will depend on the individual needs of the pupils and their level of conceptual development. In general, appropriate, natural consequences will form part of the overall management plans for individual pupils. For pupils who have individual programmes the management of inappropriate behaviour will be clearly set down in their BSP and agreed, in writing, by everyone concerned with the care and education of the pupil. At all times it should be the inappropriate behaviour, not the person that is identified.

Any natural consequences should ideally relate directly to the pupil's actions, following principles of restorative practice. They should be brief, clear and to the point, taking into account the pupil's level of understanding, whether the behaviour is deliberate or not and whether it is related to a pupil's anxiety. Wherever possible, pupil's views on how they can be supported when anxiety levels are increasing should be gained. It is important that whenever possible the natural consequence is applied immediately and consistently following the inappropriate behaviour so that the pupil can develop a cause and effect association for that behaviour. Consequences should be discussed with pupils (once the pupil is calm and able to understand why they have been used). However it is important to recognise the pupil's typical pattern of de-escalation, in order to prevent inadvertently re-escalating the behaviour.

Prohibited consequences are as follows:

- Corporal punishment
- Deprivation of food or drink
- The locking of a child or young person in a room at any time even when accompanied
- Inappropriate physical intervention e.g. pinning down

Any member of staff, volunteer or visitor who uses corporal punishment or any of the other

prohibited consequences listed above, will be subject to disciplinary proceedings and referral to outside agencies in accordance with the Safeguarding and Promoting the Welfare of Children Policy.

11. USE OF PHYSICAL INTERVENTIONS

Reactive strategies such as the use of physical interventions are only used as a last resort and when other strategies such as the use of space have been tried. The use of restraint must always be necessary, proportionate and in accordance with the law. Such interventions are covered under the Physical Interventions and Challenging Behaviour Policy. They should involve the minimum necessary force, using approved safe techniques, and should only be undertaken to prevent a pupil causing injury to him or herself, to others or to property. Any use of physical intervention must be recorded in accordance with the Physical Intervention and Challenging Behaviour Policy. In some situations, it may be better to remove other pupils from the classroom or other setting rather than attempt to intervene physically. Physical intervention must never be used as a technique for disciplining a pupil. All staff should be trained in the use of Physical Interventions (Team Teach).

12. COMMUNICATION AND PARENTAL PARTNERSHIP

Eagle 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 positive partnership with parents fosters a common approach to behaviour expectations and consistent strategies for dealing with problems. This is reinforced through sharing behaviour targets in Personal Development Plans and Behaviour Support Plans with parents. Telephone calls, the home school diary and informal meetings with parents are all used to maintain communication between staff and parents.

Where a pupil's behaviour continues to give cause for concern it is important that all those working with the child are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the Class Teacher who has the initial responsibility for the pupil's welfare. It is the responsibility of the team members involved to ensure that information about agreed responses is available to all who have regular contact with the pupil, and that progress is monitored. Information should be shared across all staff via staff meeting and email bulletins to ensure consistency. Early warning of serious concerns should be communicated to the Head/Deputy Head of Education so that strategies can be considered and advice and help sought, including involvement of parents and professionals such as the Psychologist.

13. EXCLUSION

On rare occasions, a pupil may require a fixed term exclusion due to Health and Safety risks, and the need to restore and ensure the safety of all. This must only happen in the most extreme of cases and the length of exclusion will rarely extend beyond one school day. Upon return to school, parents will be invited in to discuss an appropriate reintegration plan with the pupil. Exclusion is never used as a punitive measure.

Although it is rare for us to exclude a pupil, if we do need to follow this route we would be guided by the school's Exclusion Policy (policy available on request).

Occasionally, because of the complex needs of the pupils at Eagle House School, it can become apparent as they progress through their placement that their needs have become such that we are

no longer the most appropriate placement. If this becomes the case the Head /Deputy Head of Education and staff involved with the pupil will work closely with the parents/carers and LA to aid transition into a more appropriate placement.

14. TRAINING

All staff receive training in Positive Behaviour Support, the Ziggurat model and Functional Behaviour Assessment at induction, as well as Team Teach training. Further training is provided for class teams as required.

15. EVALUATION

All staff, pupils and Senior Leadership Team will review the policy annually via Staff meetings, the School Council, and Eagle House School Improvement and Strategy Group. Alterations will be implemented as necessary.

Criteria for evaluation will include:

- Pupils' involvement in, and commitment to, the behaviour policy
- Effects of behaviour on the quality of learning
- The extent to which pupils demonstrate good habits of work and behaviour
- Pupils' improved self-regulation and self-esteem
- Attitudes to one another, to school staff (teaching and non-teaching) and to visitors
- Reduced incidents of challenging behaviour and bullying

16. RELATED POLICIES AND DOCUMENTATION

- ❖ Safeguarding and Promoting the Welfare of Children Policy
- ❖ Communication Policy
- ❖ Rewards and Consequences Policy
- ❖ Physical Interventions and Challenging Behaviour Policy
- ❖ Anti-Bullying Policy
- ❖ Exclusions Policy

Appendices:-

- ❖ *Appendix A: School-Wide Positive Behaviour Support Model*
- ❖ *Appendix B: Ziggurat Model*

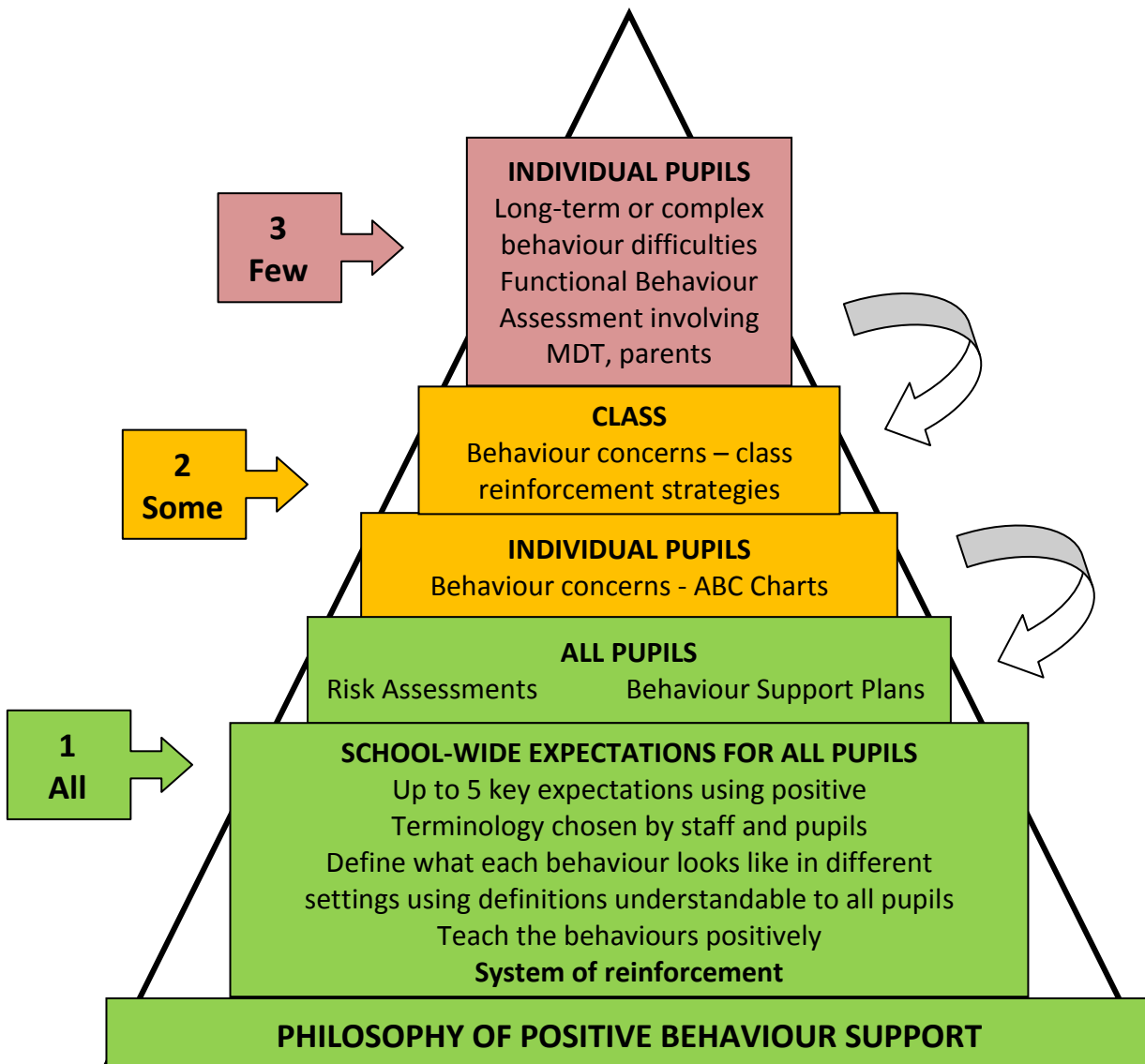
Document:	Behaviour Policy
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APPENDIX A

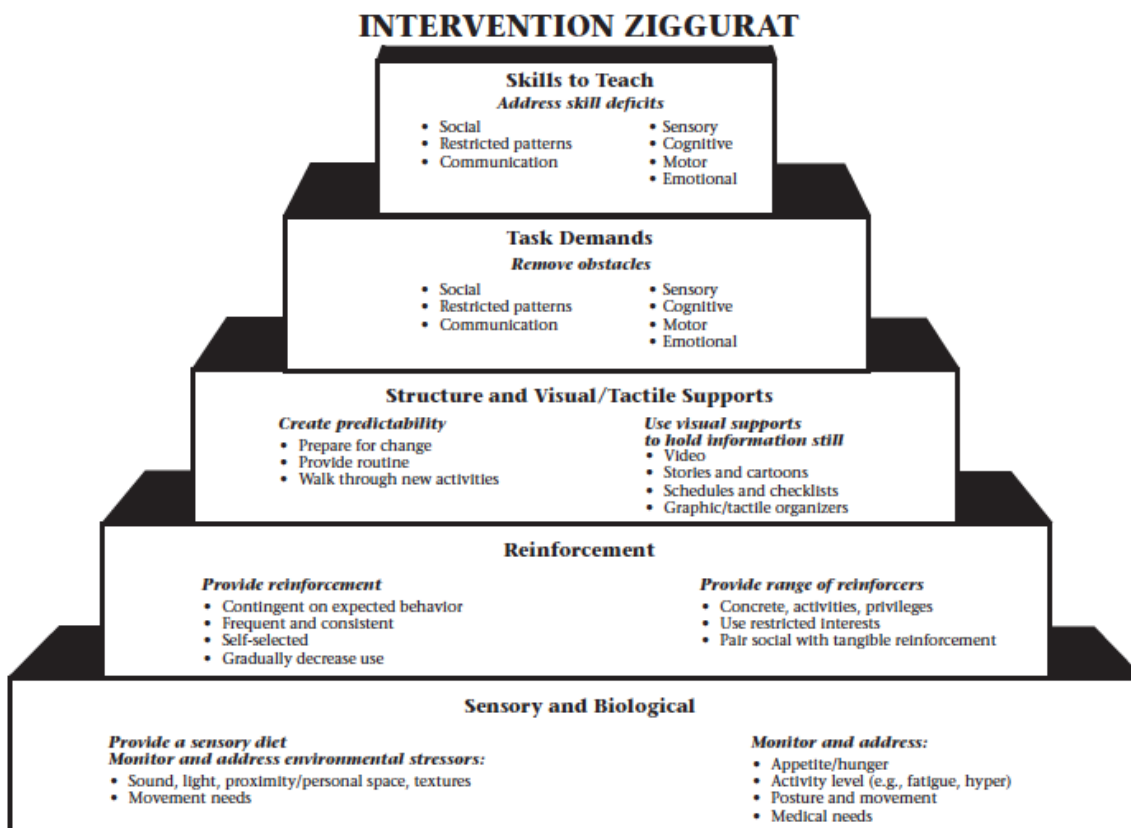
Eagle House Group

SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT MODEL

TIER ONE	TIER TWO	TIER THREE
<ul style="list-style-type: none"> ▪ Teach school-wide positive behaviour expectations and procedures ▪ Positive reinforcement for all pupils ▪ Effective provision of environmental adaptations e.g. communication, sensory supports ▪ Teach social skills ▪ Effective instruction and classroom management 	<ul style="list-style-type: none"> ▪ Target pupils who are showing increasing behavioural difficulties ▪ Target social skills instruction ▪ Functional behaviour assessment ▪ Develop individual behaviour support plans ▪ Increased academic support ▪ School-based mentors ▪ Classroom management support 	<ul style="list-style-type: none"> ▪ Target pupils with complex or long term difficulties with behaviour ▪ Full MDT Functional Behaviour Assessment and individual behaviour plans ▪ Parent collaboration and education ▪ Collaboration with pupil's professional network ▪ Intensive academic support ▪ Hold interim review



APPENDIX B
Eagle House Group



From Aspy, R., & Grossman, B. G. (2008). *The Ziggurat Model*. Shawnee Mission, KS: Autism Asperger Publishing Company; www.asperger.net; used with permission