



Behaviour management contract (parental agreement)

At Bright Futures School we know that our students' developmental difficulties caused by their autism mean that they haven't always got the special flexible thinking skills that they need when making decisions and communicating.

When difficulties occur, it's often not that they won't do something, it's that they can't because they haven't yet developed these higher level thinking skills. Our whole school approach is geared towards helping our students develop the thinking skills they need in order to communicate and understand the world better.

We also know that our students' autism means that they have difficulty managing uncertainty – which often manifests itself in a need to control situations. At school, our teaching staff are in charge and they use a variety of methods that they have been trained in, in order to set limits and negotiate boundaries with children who, because of their condition, often feel the need to test limits and boundaries.

These include:

- Solving problems collaboratively with the students themselves
- Supporting students to take a break (e.g. in the sensory room) or have a 'stop and think' if they are emotionally dysregulated
- Waiting for a students to come back within limits before moving on to another activity
- Using natural consequences if a pupil is not able to stay within adult limits

We also encourage positive behaviour and positive thinking by:

- Spotlighting students when they have competently overcome a challenge or solved a problem
- Taking photographs of a student's achievement to include in their memory book to help build positive memories of competence

- Implementing reward systems where appropriate, whilst students develop their thinking and reflection skills

If a pupil is a danger to him/herself or to other pupils, staff or members of the public, a member of staff may have to physically intervene.

Our whole approach is about preventing the need for physical intervention and behavioural sanctions by using the strategies described above.

On rare occasions where a pupil is persistently failing to stay within adult limits and boundaries, it may be necessary to exclude a student for half a day to three days.

Disengagement and task avoidance

If a pupil disengages from a learning activity then staff will use pausing and waiting to seek to enable the pupil to self-regulate sufficiently to re-engage.

If a pupil appears to be avoiding a task the staff will again use pausing and waiting to seek to re-engage them.

If they are unable to re-engage, the staff member will use the guiding framework to give them alternative options for engagement that are still within the adult framework. This may include the use of collaborative problem solving (as above).

If the pupil is still unable to re-engage then they may be told that they will have to wait until end of session/lunch or break time or (if it is close to the end of the day) home time before being able to move to a different activity. This is so that the staff member can continue to be in control of the agenda and framework.

Our philosophy is not to force students to re-engage, or to make demands on them but to wait until they are ready. In some circumstances, this may mean that a student will not be able to move to the next activity until they have come back within the adult's framework.

I agree to the limit setting and behaviour management strategies outlined above being used at school with child.

Name of parent

Parent's signature

Name of child

Date

School staff member.....