



Behaviour Policy

Position statement

We recognise that due to the nature of the autistic condition, misunderstandings and communication breakdowns are inevitable. Our whole school approach is geared towards helping our pupils develop the thinking skills they need in order to communicate and understand the world better.

We also know that our pupils' autism means that they have difficulty managing uncertainty – which often manifests itself in a need to control situations and/or sometimes acute difficulties with emotional regulation.

In support of the above, Bright Futures School has developed:

- The 'Toyota' principle – a policy statement describing our commitment to avoiding communication breakdown and conflict by putting into place our 'guiding practice', together with extensive staff vigilance, ensuring both structured and unstructured time is arranged so that the potential for misunderstandings between pupils is minimised.

Staff

The staff team will develop an excellent understanding of each individual pupil and of the way pupils interact together so that potential flashpoints can be anticipated, any difficulties nipped in the bud, and where a misunderstanding does escalate, the situation can be managed quickly and fairly to enable pupils to move on from the incident, facilitating restitution if appropriate.

- Weekly staff meetings have a standing agenda item looking at team management of any pupil issues or challenging/distressed behaviours. Agreements made here are used to update the individual 'challenging/distressed behaviours profiles'.
- Daily staff briefings update staff on pupil issues and strategies to be used.

Parents

Bright Futures School provides:

- A behaviour management agreement which is signed by parents on admission of each pupil to school
- A system for keeping parents regularly appraised of pupil progress, including any behaviour-related difficulties.
- School's Head of Development and Head of Learning have close working relationships with all parents, which enables any emerging difficulties with pupils to be discussed quickly with parents.

School expects from parents:

- Proactive support in setting limits with their child if a pupil is displaying behaviour in school that is dysregulating other pupils or compromising the health and safety of school staff.

Our practices

Here at Bright Futures School, we have:

- Profiles of each pupil including a section that identifies most likely problematic behaviours; appropriate strategies to support pupils when such behaviours occur; and limit setting strategies and sanctions appropriate to each individual pupil
- Ground rules for behaviour in school
- A pupil/school agreement that sets out the culture we are trying to promote at Bright Futures School, examples of types of behaviour that are unacceptable, and what sanctions will be applied (if appropriate) for transgression of anything in the agreement. This will be personalised for each pupil.
- Minor incidents may be recorded in the pupil's home-school communication book (at the discretion of management) and will be recorded on CPOMS.
- Behaviour issues will be discussed at staff meeting so that staff can ensure continuity of approach in management.
- A practice of using 'stop and think' mind maps and role play to enable pupils to identify alternative options for responding in the face of a challenge/communication breakdown

- A system for spotlighting competence to enable pupils to lay down positive episodic memories of success (including success in interpersonal communication) to build their resilience and ability to use past experience to inform future decision-making
- Staff use the online CPOMS system to record behavioural/dysregulation incidents. This allows the management team to spot any patterns and take appropriate action as well as helping to build up a picture of pupil presentation over time.

Working with pupils

- A 'zones of regulation' system to support pupils to recognise the way they themselves may be feeling (moving on to how others might be feeling when appropriate) throughout the day.
- A sensory room that pupils can use in the event of the need to regulate
- If parents have a social communication home programme in place then on reaching the appropriate developmental stage, specific 'guiding' objectives targeting emotional regulation will be introduced in school to mirror the work that is taking place in the home. Examples of these will include an objective that supports the pupil to consider the intentions behind another's actions; an objective that enables the pupil to reflect on and generate alternative positive outcomes for different real life misunderstandings; and an objective that enables the pupil to identify and understand different emotional reactions (and different degrees of emotional reaction) in others.
- 'Stop and Think' and resilience-building through episodic memory as described above

Limit-setting strategies

At Bright Futures School, we start from the principle that 'kids do well if they can' rather than 'kids do well when they try'. We aim to use our training and our in-depth knowledge of our pupils to distinguish between a behaviour that is being displayed because a pupil is too emotionally dysregulated/too overwhelmed to engage in an activity and a behaviour that is being displayed because the child is being deliberately avoidant/controlling.

We use a range of limit setting and behaviour management strategies at Bright Futures School, including:

- 'Counting' from the book '1, 2, 3 Magic' with sanctions that are appropriate to each pupil
- 'Collaborative problem solving' (Ross Greene) <http://www.livesinthebalance.org>

- Natural consequences
- Withdrawal of pupil from peers
- Letting the pupil know that xxx is not acceptable and if it continues, a pupil-specific consequence will be applied
- Where there is physical aggression towards staff and/or destruction of property, the pupil may be informed that the Police will be called and staff may make the decision to do so.

Where there is problematic behaviour, we will always initially use collaborative problem solving to empathise with the pupil, state the problem and offer the pupil the opportunity for some reflection time before any sanctions are considered. Should the behaviour continue, the pupil will be given more reflection time and parents will be informed. If the problematic behaviour is repeated, following consultation between parents and management, there may be a period of time spent away from school in order to reflect and reset. The pupil would then return to school with a reintegration meeting

Restitution

Where a social communication breakdown or social misunderstanding has occurred, staff will work with pupils to enable them to understand the other's perspective, facilitating mutual understanding and ensuring that an apology is made where any party has been aggrieved.

Serious incidents

- Where there are any behaviours that cause staff particular concern, a system is in place for engaging appropriate external professionals for assessment and guidance.
- Where there is a serious breach of our school ground rules, staff will work together as a team to decide upon the appropriate consequence and any supportive measures that need to be put in place. The most serious breach (e.g. physical aggression against a pupil or member of staff) may result in a fixed term exclusion from school.

In these circumstances, staff will put conflict resolution measures in place to enable pupils to take a different perspective, understand how their outburst may have upset/hurt other pupil/s and – in the interests of natural justice – facilitate an appropriate restitution.

- If there is a pattern of behaviours from a pupil that compromises the health and safety of staff and/or dysregulates other pupils, parents are expected to discuss the incidents with their child at home and set limits with the child in a way that supports the school actions.
- Serious incidents and any follow up are recorded on CPOMS and discussed with parents.

Spotlighting pupil success

Verbal spotlights will be shared that are specific to individual pupils. Examples might include:

- Overcoming a setback
- Inhibiting problematic noises
- Thinking of other pupils
- Taking him/herself for a calming break

This category would also include a pupil generalising a guiding target (e.g. using social referencing during break time; thinking of 'multiple ways' of doing something).

Exclusion

In cases of dangerous or criminal behaviour, where other pupils are dysregulated or where staff health and safety is compromised by a pupils' actions, more serious consequences will have to be used. This will go together with providing the utmost support to help the student to succeed.

In such cases of dangerous or criminal behaviour the police might be called and/or a temporary exclusion might be applied.

In cases of consistent non-engagement, disruptive and inappropriate behaviour a temporary exclusion might be part of the strategy to help the student reflect on the benefits of his/her placement at Bright Futures School and give him/her the opportunity to re-engage.

Permanent exclusion will be the last step after all other efforts and support failed.

In serious cases permanent exclusion will be used.

The decision for any exclusion (temporary or permanent), including its length, will be taken by the school's Management Team and will be followed up by letter to parents and a face to face meeting with parents and pupil (if appropriate).

The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and/or
- where allowing the pupil to remain in school would seriously harm the education or welfare of the other pupils or staff in the school.

Pupil behaviour outside school with a potential impact on pupils and/or on the running of the school

1. Scope and legal basis

This addendum applies to the behaviour of all pupils. It extends beyond the school premises to any behaviour that:

- Occurs during a school-organised or school-related activity, such as a trip or sports event.
- Takes place while travelling to or from school.
- Happens while the pupil is identifiable as a pupil of this school.
- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

The legal basis for this is found in Section 89(5) of the Education and Inspections Act 2006.

2. Role of parents

School will seek to use proactive and responsive strategies to address any fallout between pupils, teach valuable social-emotional skills to pupils, and strengthen relationships within the school community.

Parents' support of the school in this process is key to its success.

If an incident occurs outside school that affects the school environment, parents will be asked to cooperate with the school's investigation and work towards a resolution. It is worth noting that in some cases, it may not be possible to follow these guidelines unless the school has the full co-operation and participation of parents.

This may involve parents undertaking specific work in the home with their child as directed by school, to support the school's strategy to help pupils develop empathy and conflict resolution skills and to secure a positive outcome for pupils.

3. School's role

a) Investigating off-site issues

If an incident involving pupils occurs off-site and is reported to a staff member, the school will take the following steps:

- **Initial reporting:** Any report of problematic behaviour, including bullying, will be logged on CPOMS. The school will differentiate between an isolated conflict and persistent bullying, which is taken more seriously.
- **Fact-finding:** A senior member of staff will discuss the incident with all pupils involved to establish the facts. Witness statements may be taken.
- **Gathering evidence:** In cases involving cyberbullying, staff will advise affected pupils to gather evidence (e.g., screenshots) to aid the investigation.
- **Parental communication:** Parents of all pupils involved will be informed of the incident and the investigation and their co-operation and support will be sought.

b) Resolving conflict and implementing sanctions

The school's primary goal is to resolve the conflict, support the affected pupils, and prevent a recurrence. Actions may include:

- **Mediation:** Facilitating a restorative conversation between the pupils involved to help them understand the impact of their actions.
- **Support:** Offering appropriate support for the pupils.
- **Natural consequences:** Imposing natural consequences, which can only be implemented on school premises or when the pupil is under the lawful control of staff. Consequences will be proportionate to the problematic behaviour and may include:
 - Exclusion from extra-curricular activities
 - In serious cases, temporary or permanent exclusion from school.
- **Police involvement:** For severe or criminal behaviour, such as threats of violence, the headteacher will inform the police.

4. Cyberbullying

This addendum applies to cyberbullying that occurs online, through social media, messaging apps, or gaming sites, even if it happens outside school hours. The school will:

- Investigate the report and identify the pupils involved.
- Take appropriate action, including the use of natural consequences, and work to ensure the behaviour does not happen again.
- Report highly offensive or illegal content to the relevant social media provider.