

Policy and Procedure on Behaviour Support Policy

Cambian Whinfell School

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Monitoring and Review

- 1.1. The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date of approval shown above, or

earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

- 1.2. The local content of this document will be subject to continuous monitoring, refinement and audit by the Head of Service.

Signed:



Anne Marie Carrie
Proprietor, Cambian Group
6 June 2017



Chris Constance
Principal, Cambian Whinfell
12 September 2017

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

'Establishment' or 'Location'	this is a generic term which means the Children's Home/school. Cambian Whinfell School is both a school and children's home.
Individual	means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Cambian Whinfell School we have 16 young people attending and/or residing between the ages of 11 and 19.
Service Head	This is the senior person with overall responsibility for the location. At Cambian Whinfell School this is the Principal for the school and Registered Manager for the children's home.
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Location.
Parent	means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Cambian Whinfell School this is Ofsted.
Social Worker	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.
Cambian KPI	is the online in-house information system which holds data for each site on quality measures.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service

2. Legislation

- 2.1. Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 paragraph 24 (3) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- 2.2. Children's Homes Regulations 2015 and Quality Standards
- 2.3. Health and Social Care Act 2008
- 2.4. Equality Act (2010), Education Act (2011)
- 2.5. CQC Fundamental Standards
- 2.6. Social Services and Wellbeing (Wales) Act

3. Scope and availability

- 3.1. This policy applies to the whole location inclusive of activities either outside of the normal hours or away from the location;
- 3.2. It applies to all staff
- 3.3. This policy is made available to parents/carers/guardians staff/local authorities, regulatory bodies, Individuals from the school admin office.

4. Aims

- 4.1. All Cambian services undertake to uphold and actively support the rights of children under the **United Nations Convention of the Rights of the Child** and in particular:
 - 4.1.1. Article 1 (definition of the child) - Everyone under the age of 18 has all the rights in the Convention.
 - 4.1.2. Article 2 (non-discrimination) - The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
 - 4.1.3. Article 3 (best interests of the child) – The best interests of the child must be a top priority in all decisions and actions that affect children.
 - 4.1.4. Article 23 (children with a disability) - A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.
- 4.2. This policy has been designed to promote and support positive behaviour for all.
- 4.3. Where possible Cambian undertakes to:
 - Maintain an environment where Children/Young People feel safe and valued and which supports everyday learning
 - Value each other and develop mutual respect
 - Maintain an environment where Child/Young Person can learn about themselves and their rights
 - Facilitate decision making processes so each Child/Young Person can learn about risks involved and benefits of their decision
 - Create an environment where children understand the need for effective communication, including being able to say 'no' when they need to, helping development and maintenance of positive relationships between children and adults

- Create a moral foundation for children/Young People where skills of self-control and self-discipline are developed and children/Young People are able to take responsibility for their actions equip Children/Young People with skills for life so they can make informed decision and understand the natural consequences
- 4.4. This policy is designed to promote the social, physical and emotional well-being of all of the children and young people within our services, meaning we aim for every Individual to feel valued and respected, and each person to be treated fairly and well. Our foremost priority is to ensure that all children, young people and young adults within our services who may have some difficulties with social understanding, social communication, flexibility of thinking and/or sensory issues are safeguarded at all times and that they have the rights and means to live and learn in a safe and inclusive environment regardless of their disability.
- 4.5. Behaviour support within Cambian is based upon the overriding principle that all behaviour (positive or negative) is a form of communication from the individual in our care. As an organisation, therefore we must always be willing look past disability and diagnosis if we are to provide a truly holistic approach to behaviour management.

5. Policy

Positive Behaviour Support

In order to help improve the quality of each Individual's life and the quality of life for those around them Cambian recognises the **5 signs of Positive Behaviour Support** (PBS) identified by BILD®. These are as follows:

5.1. Personalisation

- 5.1.1. Behaviour Support will be individualised i.e. based on a comprehensive multi- disciplinary assessment of the abilities and needs of the individual in our care. The management of young people's behaviour will always require personalised approaches; these will help to:
- reduce anxiety
 - enhance motivation, confidence and self esteem
 - improve concentration and reduce distractions
 - facilitate independence
- 5.1.2. As far as is practically possible young people should be involved in determining their support, education and care needs alongside other people in their lives. They should be able to participate in the decision-making processes and where possible this should include taking part in the planning and reviews of their behaviour support plans.

5.2. Understanding of behaviour

- 5.2.1. Multi-Disciplinary Team assessments are used to develop our understanding of the function of any presenting challenging behaviour. Individual Risk Assessments and Behaviour Support Plans are developed in conjunction with clinicians to form a detailed and robust strategic document, which will support staff to have a deep understanding of the needs of the individual.
- 5.2.2. A clear approach to managing and supporting people with challenging behaviour is embedded in all Cambian services. This includes an assessment and intervention framework (such as functional analysis) that sees behaviour

as having meaning, which is multi-faceted and supports the positive change through the understanding of behaviour.

5.3. Active implementation

- 5.3.1. All young people in all Cambian Locations have an Individual Behaviour Support Plan (BSP).
- 5.3.2. It is the responsibility of the Head of Service to ensure that:
- all young people have a current and up to date BSP in place,
 - the BSP is reviewed regularly and following any incidents
 - where appropriate the young person has read and understands their individual Behaviour Support Plan, is encouraged to participate and contribute to the planning process and
 - the BSP is share with parents/guardians, relevant authorities
- 5.3.3. This plan includes information about:
- how the environment needs to be managed to support the young person;
 - the skills the person needs to be taught to enable him or her to behave in a more positive way;
 - strategies for managing inappropriate behaviour when it occurs including proactive, active and reactive phases;
 - any rewards to be used and any actions which should not be carried out during a particular phase;
 - points to be considered and relevant strategies to be used in order to prevent potential relapse of the behaviour.
- 5.3.4. The plan should support staff in being able to predict settings in which challenging behaviour is more likely to occur and describe likely triggers in order to reduce its likelihood.
- 5.3.5. The Individual Behaviour Support Plan also outlines individualised reactive strategies that effectively support the individual when their behaviour is challenging. It is expected that most of the reactive strategies would address the function of the presenting behaviour and would only include physical intervention as a last resort. The implementation of this policy is the responsibility of all staff whilst monitoring of behaviours together with the review of this possibility is responsibility of the Head of Service in collaboration with the senior management teams.
- 5.3.6. Behaviour Support will be reviewed and revised on the basis of regular, structured and objective monitoring of the young person's progress in replacing unwanted behaviours, with more positive alternatives, and improving quality of life.
- 5.3.7. A culture of collaborative practice must exist to ensure that we adopt a true multi-disciplinary approach. We must ensure that the individual, staff and any external professionals are actively involved in the review and evaluation of any challenging behaviour presented by an individual.
- 5.3.8. Regular training relating to this policy, methods of behaviour support and management, and the writing and monitoring of Individual Behaviour Support Plans is provided for staff, both as whole service training and relating

to individual young people. The promotion of appropriate behaviour support strategies are discussed regularly in the appropriate team meetings about individuals and at senior leadership meetings.

- 5.3.9. Active and meaningful debrief must also form part of each home/school/colleges culture in order to ensure that we can clearly identify learning points from any crisis situation and use these to inform future practice.

5.4. Evidence based

- 5.4.1. Behaviour Support Plans and/or Care Plans once implemented, require on-going monitoring and recording in order to ascertain the effectiveness of the programme. They are active and dynamic documents which need regular updating in order to ensure that strategies employed are current and effective.
- 5.4.2. Schools/Colleges/Homes employ various methods to record on-going data relating to incidents/physical intervention etc. This data is analysed on a regular basis by the appropriate teams within each setting to evaluate the effectiveness of specific strategies.
- 5.4.3. Data relating to incidents/physical intervention is submitted and analysed across the organisation by means of weekly submissions to **Cambian KPI**.

5.5. Multicomponent interventions

- 5.5.1. Cambian's services provide 'therapeutic care and education' which comprises a framework of three basic elements:
- **1. Environment:** this informs the physical space within which we operate, the human resource we require and the training these people will require
 - **2. The journey:** the 3-phases our young people progress through during their time with us. During each phase there will be four domains of intervention that we flex depending upon the individual's needs.
 - **3. The outcomes:** what we expect young people to achieve and the tool (CAP – Cambian Assessment of Progress) we use to measure these achievements. This enables us to quantify baseline and progress.
- 5.5.2. Behaviour Support will be positive, i.e. focused on teaching and encouraging the person to develop and use more adaptive ways of responding to difficult situations.
- 5.5.3. Behaviour Support will be proactive; active and reactive strategies should only be used to bring about effective control and to maintain a safe environment during situations by utilising approved and agreed techniques. The notion of addressing situations at an early stage to prevent the escalation and avoid unnecessary injury, harm or damage, is fundamental.
- 5.5.4. We provide the opportunity for people to engage in meaningful and purposeful activity that motivates them. In a home setting, this may include learning new skills or being encouraged to try a broader range of activities. In an educational setting, this is focussed on providing a curriculum that takes account of the ways in which the individual learns best and is appropriately differentiated in order to enable engagement in learning.
- 5.6. At each Cambian location various staff teams contribute to support each individual's positive behaviour planning and implementation. Staff will be aware of all other policies and procedures surrounding all elements of behaviour support:

Physical Intervention

- 5.7. The purpose of physical intervention is to take immediate control of a dangerous situation, in order to end or significantly reduce the risk of harm to the person and others around them. Physical intervention involves some form

of physical contact and application of force to guide, restrict or prevent movement. This can include touching, guiding or escorting all the way up to holding, chemical or mechanical restraint and seclusion.

5.8. Cambian services use either of the following BILD accredited Physical Intervention methods:

- CPI Management of Actual or Potential Aggression (MAPA)
- PILLARS.
- Management of Violence and Aggression (MVA)

5.9. Policy, procedure and supporting documentation are provided for staff to give clear instruction and guidance.

Need for consent

5.10. Please read this section in conjunction with Mental Capacity and Consent policy.

5.11. Young People's care must only be provided with the consent of the relevant person.

- 5.11.1. In our **pre 16** provisions consent should be sought from the family or those with legal parental responsibilities, and where appropriate LA (if LA is acting as corporate parent under relevant section of the Children's Act 1989)
- 5.11.2. In our **post 16** provisions consent should be sought from an Individual at the admission stage and recorded in each Young Person's Care Plan
- 5.11.3. In provisions where the individual moves from being a child (under 16) to young person then provision for the consent process to take place must be followed by the location at the appropriate time.
- 5.11.4. If the Young Person is 16 or over and is unable to give such consent because they lack capacity to do so, the Head of Service must act in accordance with the Mental Capacity Act 2005.

Consent and The Mental Health Act

- 5.11.5. Where young people are detained under Section 2 and 3 of the Mental Health Act consent may not be required – staff should follow guidance within the MHA Code of Practice.

Structure, Boundaries and School/Home Rules

- 5.12.** Each Cambian location will ensure that all Individuals are cared for and/or educated in an environment which provides positive and appropriate structure, boundaries and rules. These help to provide the framework for developing moral foundation where skills of self-control and self-discipline are developed and children/Young People are able to take responsibility for their actions.
- 5.13.** All locations will provide clear information on any rules that apply in that setting and where appropriate individuals will sign agreements or contracts that they understand them and what any consequences are for breaking those rules.

Where individuals do not have capacity to agree to such rules the Mental Capacity and Consent policy will apply and any decisions will be made with the individual's best interest.

Associated policy

5.14. Cambian has a range of policies and procedures which support our practice of positive behaviour support and these are listed in section 10.

6. Behaviour Support Committee

6.1. Cambian has a dedicated Behaviour Support Committee which meets quarterly.

6.2. The Committee comprises (but is not restricted to):

- Regional Managers
- Headteacher/Principals
- Behaviour Support Coordinators
- Registered Managers
- SEMH/Day Director
- Director (North)
- MAPA, PILLARS and MVA trainer or specialist
- Regional Operations Director
- Fostering Group Business Manager
- Director for Improving Children's Services
- Associate Clinical Director

6.3. The committee will also seek to involve external professionals and experts in the field of behaviour support.

6.4. The objectives of the committee are to:

- Ensure that children, young people and staff are safeguarded through an objective monitoring body
- Ensure that Cambian meets the requirements of the CPI MAPA, PILLARS and MVA behavioural management framework within its standards and training
- Ensure that operational policies and procedures for the management of challenging behaviour and promoting the welfare of children and young people are consistent at all times with current legislation and statutory guidance, and ensure that daily practice and procedures accord with this policy.
- Monitor and analyse a holistic view of behaviour management issues to ensure that incidents are managed effectively, themes are identified and tracked and appropriate actions are taken within suitable timescales, across all services.
- Facilitate a 'lessons learned' process to ensure that, from an organisational perspective, we can identify and interpret the salient learning points from serious incidents.
- Ensure processes are in place and operating, to routinely review and evaluate behaviour management practice and performance of all staff working with children and young people.
- Review long-standing and/or significant risks from high priority group and other data analysis '
- Promote and foster a culture of continuous improvement and consistent best practice.
- Provide an information exchange / setting for discussion to consider the best means to address any issues in relation to safeguarding & child protection, including working together with other agencies.
- Act as a consultation forum to review and lobby/influence developments in local and national behaviour management guidance and legislation and position Cambian as thought leaders in the sector..

7. Training

- 7.1. Each head of service is responsible for ensuring that all their staff have the minimum training requirements for the use of physical restraint but also to further develop their staff's understanding and implementation of positive behaviour support through supervision, staff meetings and collaborative discussion with members of the clinical team.
- 7.2. Each location will have an up-to-date training matrix which provides evidence of all staff training including the name of the course, date and time taken and when this training needs to be refreshed.

The Role of children and young people

- 7.3. Where possible all children/young people are expected to take responsibility for their own behaviour and will be made fully aware of the Behaviour support policy, procedures and expectations. Staff have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported immediately, discussed and recorded.
- 7.4. Where mental capacity of YP has been questioned due to their lack of understanding of the level of risk/s involved together with potential consequences of such decision - mental capacity assessments must be carried out in line with MCA 2005 and its Code of Practice. Should YP be found lacking capacity (decision specific assessments) a Best Interest Meeting will need to be conducted, outcome of capacity assessment shared and actions identified, this may include steps to be taken in order to safeguard YP and others.
- 7.5. Should YP - having the capacity to understand the level of risk/s involved together with potential consequences, be making an unwise decision which carries high risk level - all steps must be taken to help YP to review those risks and potential consequences and encourage them to look at the reason/s why they feel such decision need to be made. At this stage Head/Therapy/Registered Manager should assess and record the level of risk/s and consider their responsibility under safeguarding YP. Where appropriate Head/Therapy/Registered Manager must get YP involved and

consider who (SAB, Regulatory Body, Police, GP, family, LA) must be informed about YP's decision. Any Safeguarding concerns should be reported using company Safeguarding protocol without a delay.

8. Standard Forms, Relevant Documents, Letters & References

This Policy

- 8.1. Behaviour Support Plan Templates and Individual Risk Assessment Templates which may be formed of a single document or separate.
- 8.2. Care Plans
- 8.3. Impact Risk Assessment Templates
- 8.4. Incident Forms
- 8.5. Central Location Incident Log
- 8.6. Body Map Records
- 8.7. Debrief Forms

Other Cambian Policy

- 8.8. Physical Intervention policies (CPI MAPA®, PILLARS®, MVA)
- 8.9. Anti-bullying Policy
- 8.10. Child Protection - Safeguarding Policy
- 8.11. Risk Taking Policy
- 8.12. Exclusions Policy
- 8.13. Restrictions and Security Policy
- 8.14. Restorative Practice Policy
- 8.15. Mental Capacity and Consent
- 8.16. Self-Harm Policy
- 8.17. Misuse of Substances Policy
- 8.18. Referrals and Admissions Policy
- 8.19. Deprivation of Liberty Safeguards Policy

Guidance and further reading

- 8.20. www.bild.org.uk
- 8.21. <https://www.crisisprevention.com/en-gb/Specialties/MAPA-Management-of-Actual-or-Potential-Aggressio>

Whinfell

Site-Specific Policy on Behavioural Support

Vision

To ensure that the highest standards of pupil behaviour are encouraged and maintained via the adoption and implementation of methodologies and practices consistent with nationally agreed good practice and to respect each individual and their individuality and build positive relationships. To create an atmosphere which is conducive to learning. The principles underpinning the school's mission statement are fundamental to all professional practice. Cambian Whinfell School extols the benefits of self-discipline amongst its young people and this quality is best achieved from within a framework of positive relationships set in the total context of school/home life. The importance of sound professional and personal relationships and respect for others must be the foundations upon which the necessary school systems that seek to promote good order are built. Regard should also be made to the principle enshrined in the Children Act of doing what is reasonable in all circumstances and the duty to safeguard and promote the child's welfare. At the same time we should acknowledge that one of the common reasons children require the facilities offered by Cambian Whinfell School is the lack of any control in their lives.

It is the policy of Cambian Whinfell School that the highest possible standards of behaviour are expected of the pupils placed in the school. Not to have such expectations is clearly discriminatory. The practice underpinning this policy must however take into account the often acute nature of the social, emotional and behavioural difficulties exhibited by the pupils prior to their admission. Factors such as the nature and quality of the school/home environment, the structure of the school day, the opportunity for pupils to assume responsibility for their own behaviour, and the level of mutual respect and understanding between young people and staff will all play a crucial role in the development of an atmosphere conducive to feelings of stability and security. This in turn will lead to good order and the opportunity for learning to take place. At all times the overarching aims will be to

1. Promote among pupils, self-discipline and proper regard for authority.
2. Encourage good behaviour and respect for others, and in particular prevent all forms of bullying.
3. Secure an acceptable standard of behaviour amongst pupils.
4. Otherwise regulate the conduct of pupils in a manner compatible with acceptable and permissible forms of control and the Human Rights Act 1998.

We Believe

We believe most challenging behaviour stems from the difficulties a young person has due to their Autistic Spectrum Disorder and how it presents in that young person. We believe that the core difficulties of Autistic Spectrum Disorder are exactly those which could be expected to lead to behavioural difficulties for a young person. We believe that people with autism operate from within a different culture and in this sense, young people with autism do not 'speak' our language, do not understand our ways of communicating, and may need an 'interpreter'. They may have extreme difficulty at times 'cracking the code' of our way of being. We recognise that our young people may have difficulty in certain areas due to their autism which will impact on their behaviour. These areas are:

- Decoding people-Interpreting the behaviour of others
- Encoding self-Learning and understanding ourselves through understanding others. Having extreme difficulties in understanding and interpreting emotion is unable to give meaning to his own participation in events in his life, lacking a sense of 'experiencing self'
- Imagination-Gives us the ability to pose alternatives in the mind, that is alternative images or interpretations of our own behaviour and the behaviour of others and also to plan alternative courses of action
- Cracking the language code-Instruction given to a group are rarely recognised by the young person with ASD. Conversely the young person may shout out an answer, assuming a question given to a group was only aimed at him. Both may be seen as being disruptive
- Rigidity and rule-bound behaviour-the inability to abstract and infer simple social rules can lead to

episodes of confrontation

- Exclusive interests-Can take over at times at the expense of learning, social interaction or other activities
- Compulsivity, perseveration, perfectionism-Can lead to a young person with an ASD to not be able to stop an activity or conversely, not be able to start which can be seen as uncooperative behaviour
- Integrated learning-Generalisation does not occur. Concepts are not derived from facts
- Sensory experience-Hypersensitivity or hyposensitivity may occur visually and aurally, sometimes with the additional involvement of taste, smell and touch, leading to extreme reactions
- Motor control-poor coordination and difficulty with handwriting, physical activity

Our policy is to deal with the cause or trigger of the behaviour by putting into place intervention programmes rather than dealing with the behaviour itself, as this can only serve to create negative situations.

We are aware that the triggers for behaviour may not be obvious and that observational assessment over a period of time may need to be used to find the problem.

We believe that to be able to intervene in an attempt to change the behaviour of young people with an ASD, it is first necessary to understand the function or purpose of the behaviour from the view point of the young person.

The principal form of modifying behaviour throughout the school should be via a system based on positive feedback and rewards (linked to daily individual timetables, star charts, deferred reward system etc) to which all pupils have access and which is easily understood. Such a system will enable staff to monitor the behaviour of pupils, target attention towards particular aspects of a pupil's behaviour, and most importantly provide the pupil with the opportunity to modify his own behaviour. The concept of discipline, therefore, must be viewed positively and will be characterised by the giving of praise, commendation, privileges, etc.

Responsibilities

The Registered Manager/Principal is responsible for ensuring that the school has available for inspection a Behaviour Management Policy that reflects current practice within the school. Before establishing contact with pupils, or assuming any responsibility for them, members of school staff teams must be made familiar with the school's policy, and its operational parameters, via the school's formal induction process. The methodologies outlined within the policy must be supported by a visible evidence base of daily practice. This will be endorsed by proven and established procedures for recording and reporting. Policies will embrace guidance contained within recent DFES/HMI publications appertaining to behaviour management and similar guidance relating to the Children Act requirements for independent residential schools. Prescribed consequences and permissible forms of control will reflect national best practice* and will be consistent with an ethos that values positive relationships, looks to sustain an open approach to the care and welfare of pupils and conforms with the international Articles on Human Rights.

- Senior staff will decide if a system of observation assessment is commenced to find behavioural triggers
- To carry out a 'Positive Environment Checklist' to evaluate whether the settings in which the young people with an ASD live and work are structured in a manner that promotes and maintains positive, adaptive behaviours. To find out if there are conditions that may make negative behaviour more likely. It also concerns to the ways in which program staff support and interact with the young people. This is a proactive, preventative approach to addressing problem behaviours. It focuses on the physical, social, and programmatic structure of the environment.
- To provide adequate training for staff to be able to understand how behaviours are related to autism and how to be able to adhere to suggested practice

- That intervention programs be discussed and shared with all staff and wherever possible with the young person for whom will benefit from it. Intervention programs will be written into the young person's Individual Learning Plan and simplified and incorporated into the placement plan, to serve as a guide to staff and students

Staff

- Staff will read and follow the guidelines outlined in this policy to the best of their ability
- Attend training courses to help inform their practice in the area of supporting behaviour

All staff will adhere to the general practice outlined below:

- Offer maximum consistency of approach
- Help the young person understand what is expected of him by having clear, predictable routines
- Introduce changes gradually
- Help explain changes by giving visual clues
- Understand that the usual strategies for calming a young person who has become agitated may not work, in fact they may make him worse
- If the young person has an obsession, don't try to stop it. In time, you may be able to limit it – in the meantime use it positively
- Understand that change will be slow, be patient and don't give up! Tomorrow is another day!
- What works for one, may not work for another
- Work proactively on reactively and use positive intervention wherever possible
- Adopt a no-blame ethos and one of unconditional acceptance
- Use the following methods of reinforcing positive behaviour

Rewards and Consequences

Senior managers acknowledge a need for guidance regarding rewards and consequences. Our young people benefit from rewards and consequences that are given quickly. Consequences must be relevant, clearly explained and in most cases resolved and concluded swiftly.

All consequences are to be written in the sanction book and countersigned by a senior staff member. This helps to ensure that consequences are fair and timescales are appropriate.

The following methods of reinforcing positive behaviour are effective

- Intervention programs the young person to understanding
- Using adults and peers as co-learners/role models
- Teaching through special interests
- Providing each young person with an individually designed and delivered curriculum, which builds on strengths and interests
- Private individual verbal praise

- Private individual written praise (certificates)
- Public praise for individuals in class
- Public praise for individuals in a large gathering (e.g. morning meeting, reflection)
- Giving merits / stars
- Regular systematic feedback on behaviour

The following methods of discouraging poor behaviour are effective

- Private verbal reminders
- Public verbal reminders where a group may be addressed, not the individual
- Logging misdemeanours (log book/diaries)
- Removal from class for short period to allow young people time and space in a preferred place, where he feels safe to process the behaviour and its impact on others
- Moving to another classroom/area for the lesson
- Detention/Reflection with teacher
- Referral to senior staff
- Withdrawal of privileges

We actively reward young people for:

- Taking part
- Showing willing
- Making progress
- Good work
- Improving work
- Positive behaviour
- Improving behaviour
- Completing work
- Good attendance
- Improving attendance
- Arriving on time

Consequences

We are aware that behaviours are usually a symptom of a difficulty, due to autism and as far as is possible we believe in intervention and not 'reaction'; however there are times when consequences may be necessary to help establish boundaries. Consequences will be given based on each individual's level of understanding and their ability to reason.