

POLICY FOR BEHAVIOUR

Date	Review Date	Headteacher	Co-author
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Rationale

The Quest School believes in teaching of self-respect, respect for others, tolerance, and co-operation. The development of such strengths is viewed as paramount in a pupil's personal and social development, to prevent bullying, to ensure pupils comply with assigned work and facilitates effective and successful functioning of the school.

We believe that each member of the school, staff and pupils alike, deserves to be treated with trust and respect. We expect all school members to give their best, and strive to offer all members the opportunity to fulfil their potential, valuing all individual achievements.

The school strives to ensure that all desirable behaviour is reinforced. The school seeks to create a stimulating environment, recognising and addressing the individual needs of all members, in so doing aiming to reduce the need for pupils to engage in mal-adaptive behaviour to have their needs met.

The school recognises that pupils may present with mal-adaptive behaviour. The school understands such behaviour may result from anxiety, stress, low self-confidence and/or deficits in communication and social skills, and therefore seeks to address the causes of the mal-adaptive behaviour by building each pupil's confidence and through teaching and encouraging appropriate communication and social skills throughout the curriculum.

The school uses the principles of Applied Behaviour Analysis (ABA) to analyse individual pupil's behaviour and to determine an appropriate intervention based on the function of behaviour.

Aims

- To create a stimulating and affirming environment within which appropriate behaviour is prompted, encouraged and reinforced.
- For each pupil to develop functional communication and social skills.
- To maintain an effective and consistent approach to dealing with behaviour, reducing mal-adaptive behaviour, and increasing appropriate behaviour through systematic teaching and differential reinforcement.
- To maximise the use of reinforcement which reduces the need for reactive strategies.

- For each pupil to reach their full potential in order for them to become successful citizens in the communities in which they live.

Objectives

- To maintain a high staff : pupil ratio to ensure that each pupil is receiving sufficient behavioural guidance and levels of reinforcement for appropriate behaviour.
- To consistently take, and analyse behaviour data in order to determine the function of the behaviour and subsequently apply an appropriate behavioural strategy.
- To have an individual Behaviour Support Plan for each pupil). All Behaviour Support Plans for pupils who engage in behaviours that carry a risk to themselves or others (i.e. aggressive, self injurious, destructive or sexual) are based on 95% of time engaging in pro-active measures (green and yellow section) and a maximum of 5% of time spent on re-active strategies (red section). For all pupils who do not engage in these behaviours that carry an element of risk to themselves or others will have a Behaviour Support Plan in place for pro-active measures (Green section) to ensure all staff are consistent in pro-active approaches.
- For any interim period with challenging behaviour in which data is being gathered and the function is being determined each pupil will have “behaviour guidelines/protocols” in place.
- To consistently monitor the needs of individual pupils and to provide differentiated support to ensure that each pupil is fully included within the school community. Any pro-active, planned behaviour support requiring additional resources or staffing must be agreed by the School Principal.
- To ensure pupils’ social, communication and behaviour skills are generalised across environments to equip pupils with functional life skills beyond the scope of the school day.
- To review the impact of long-term challenging behaviour on others pupils or staff.
- To regularly review staff morale in Supervisor meetings with Senior tutor

Behaviour Strategies

Desirable Behaviour

The philosophy of the school is to prompt, encourage and reinforce appropriate behaviour. The teaching methodology inherent in an Applied Behaviour Analysis approach, is designed to ensure that pupils are achieving high levels of success in their work, so that they are motivated to learn and receive an appropriate amount of reinforcement throughout the day.

A significant feature of this approach is the use of ‘differential reinforcement’, whereby the most or most favoured reinforcement is given for the best response or behaviour. Differential reinforcement of appropriate conduct is consistently applied, at all times, to

encourage the development of adaptive behaviour. Such reinforcement may take the form of praise and social reinforcement, or tangible reinforcement such as tokens.

All pupils receive high levels of reinforcement throughout the school day. This can often be in the form of a token economy system, whereby pupils receive a token for specific target behaviours according to their schedule of reinforcement, which could be in conjunction with a fixed, variable or interval reinforcement system. Tokens are subsequently exchanged for rewards, individualised for each pupil.

Mal-adaptive Behaviour

There may be times when a pupil is engaging in mal-adaptive behaviour which needs to be addressed. In such circumstances one of the following strategies may be applied:

- *Extinction* – This involves lack of previous reinforcement – i.e. lack of attention for attention seeking behaviour, or lack of tangible reinforcement whilst a pupil is engaging in mal-adaptive behaviour to gain specific reinforcement. The extinction procedure is not to be used lightly if there is potential for endangering him/herself or others or is causing damage to property. For high risk behaviours the advice of an ABA behaviour consultant should be sought prior to putting in an ‘extinction procedure’.
- *Maintaining the demand* – This will be used when a pupil is attempting to avoid a task. Any instruction given will be ‘followed through’ if a pupil becomes non-compliant. In other cases, a behaviour support plan is followed which addresses why the pupil is ‘task avoiding’, help is offered and if applicable further differentiation is made. *The priority changes if the pupil becomes highly stressed or aggressive. Proactive measures are then put into place to de – escalate the behaviour, returning to the demand at a later time where possible.*
- *Removal of Rewards* – If a pupil is behaving inappropriately (for example shouting or swearing) during a period of ‘reward time’, then the item with which the pupil is engaging (eg a toy, an i-pad) may be removed and ‘reward time’ may be terminated.
- In response to more serious mal-adaptive behaviour, it may be appropriate to apply a response, such as the removal of tokens from a pupil’s token system, or removal of a preferred activity, in order to convey that certain behaviour is unacceptable. Any such use of removal of tokens or planned activities would be identified within the pupil’s individual behaviour support plan or guidelines.
- Parents and carers must be kept informed of behaviours that challenge whilst the pupil is in school. Behaviour Support Plans are shared with the parents regularly and parents are informed of any changes or new behaviour interventions put in place.

In order to appropriately monitor the effectiveness of a given behavioural intervention, daily data will be recorded for individual pupils in the form of Frequency data or ABC (Antecedent, Behaviour, and Consequence). This data is evaluated by the ABA

Supervisors to determine if any changes are required to the individual pupil's behaviour support plan.

Removal from the classroom

A pupil may be removed from the environment if there is a risk that the pupil may:

- Hurt him/herself or others
- Cause damage to property
- Behave in a way that is prejudicial to the maintenance of good order and discipline

If it is deemed more appropriate the non-disruptive pupils may be removed from the environment to safeguard their welfare, and to prevent further disruption to their education.

Exclusion

A decision to exclude a pupil should only be taken in response to serious or persistent breaches of the school's rules, once a range of strategies has been tried and failed and external consultation has been sought, if their needs can no longer be met, and, if allowing the pupil to remain in school would seriously harm the education or welfare of that pupil, other pupils or staff.

Only the Head Teacher (or person acting as such in their absence) can exclude a pupil. In such event, the school would follow KCC procedures for exclusion, in consultation with parents and relevant funding LA. The Head Teacher must consult with one other member of the Board of Management before issuing an exclusion.

Fixed term exclusions should be for the shortest time necessary. These may be implemented in emergency situations of extreme challenging behaviour, to allow for appropriate pro-active and reactive strategies to be put in place, and/or modification of the environment or staffing levels.

Permanent exclusion may be used as a last resort. It is an acknowledgement that the needs of the pupil can no longer be met at the school, and that an alternative placement needs to be found.

The power to search pupils

If deemed necessary, to ensure the safety and wellbeing of all pupils and staff, or the safety of the external environment, the school is able by law to search and screen pupils. The school may also confiscate property and is not liable for damage or loss to these items.

The school may search for “prohibited items” which are:

Knives and weapons

Alcohol

Illegal drugs

Stolen items

Fireworks

Tobacco and cigarette papers

Pornographic images

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property and

Any item banned by the school rules which has been an item identified in the rule as an item to be searched for

Unless the items found are weapons and knives, or extreme child pornography which will be handed to the police, the Principal may decide what to do with the items. The search should be carried out by the same sex member of staff and with a witness present where possible, unless there is a risk of serious harm if the search is not conducted immediately.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

Procedures for Searching, Screening and Confiscation will follow DfE guidance: Searching, Screening and Confiscation Feb 2014)

(Also see ‘Positive Handling and Physical Intervention Policy’)