



RUSSIAN SCHOOL LUCHIK
MILTON KEYNES & BEDFORD

BEHAVIOUR MANAGEMENT POLICY

Children with Autistic Spectrum Conditions (ASC) may be more likely than others to develop or display challenging behaviour. Careful behaviour management can prevent problems and reduce patterns of entrenched behaviours.

The triad of impairments affects all students at RUSSIAN SCHOOL LUCHIK MILTON KEYNES and will have an effect on their understanding of the world around them and therefore on their responses and their behaviour.

All of our staff receives training in behaviour management as part of their induction, and periodic update training after that.

A student's behaviour can potentially have a hugely negative impact on the quality of his or her life and can prevent him or her accessing learning opportunities. Because of this, helping certain students with their communication and behaviour have very high priority.

Aims

- To create an environment in which all students can feel safe, secure and respected
- To establish an ethos of accepting difference and tolerance across the school
- To help students understand and manage their own behaviour in ways that will be acceptable in the wider society in which they live
- To enable students to develop their own sense of self-worth as well as tolerance and respect for others
- To create a consistent and positive approach to behaviour management throughout the school

Possible functions of behaviour in students with autism

Before staff can help children manage their own behaviour, it helps to have an understanding of why a particular behaviour might be occurring. This is not always obvious; one way of finding out the function of a behaviour is through the use of observational data such as ABC charts.

The checklist below lists some possible functions of behaviour in a student with autism:

- dislike, fear or stress caused by contact with others

- misunderstanding intention or communication of others
- misunderstanding social situations
- seeking attention
- to get physical needs met
- frustration
- demand avoidance
- escape from other stresses
- self-stimulation

The behaviours of our students will be significantly affected by their autism and that we need to recognise this when we deal with their behaviour.

Unlikely functions of behaviour

The behaviour with someone with autism will almost always be about meeting his or her needs; it is not about others people. Because of this it is unlikely that the underlying cause of behaviour of our students will be any of the following:

- to upset the staff
- to disrupt the class
- to be vindictive
- to wind other pupils up

What behaviours should we target?

Not all autistic behaviours need to be changed. Before deciding to help a student to modify aspects of his or her behaviour we need to ask:

- What is most affecting the pupil's quality of life?
- Is the pupil accessing the curriculum?
- Which behaviours do staff and others find most challenging?

Building on strengths

At RUSSIAN SCHOOL LUCHIK MILTON KEYNES we help students take control of their behaviour. Most of our behaviour management will involve reinforcing and building on students' strengths. Before writing a Behaviour Management Plan (BMP) the staff should list the student's strengths including:

- their ability to communicate
- their existing strategies for coping with stressful situations
- their favourite activities
- their favourite objects
- the ways they like to occupy themselves in unstructured time

We also set up structures to help students with ASC to learn to cope in a non-autistic world, to pre-empt challenging behaviours where possible and to avoid entrenched negative behaviours.

Teaching and valuing positive behaviour

The following strategies are all used at RUSSIAN SCHOOL LUCHIK MILTON KEYNES as part of Behaviour Management Planning:

- increasing student communication skills
- teaching negotiation skills
- changing and adapting the environment
- increasing structure
- distraction and replacement of a more appropriate behaviour
- planned ignoring
- time out
- token economies / reward charts
- social stories
- contracts

Only staff who have successfully completed physical intervention training (such as Team Teach) are permitted to physically intervene when a behaviour occurs. Please see the [Physical Intervention Policy](#).

Some possible reinforcers for desired behaviour are:

- quiet praise
- thumbs up, smile
- stickers/reward charts
- piece of fruit
- listening to music on head phones
- given a special job
- public praise
- favourite personal reward (particular to each student)
- certificate
- good news sent home
- class rewards
- recognition with Certificates during special Awards events

Rules

RUSSIAN SCHOOL LUCHIK MILTON KEYNES doesn't have a fixed set of whole rules, although class teams (staff and students) are able to write their own rules where they feel this is appropriate and meaningful. Where this is done the rules should be written in positive terms; some suggestions are below:

- Be nice to each other

- Look after the things in our school
- Work when it is work time
- Try to listen to staff
- Behave safely

In addition to the above strategies, we believe that we should treat students in the following ways in order to help them to achieve their best:

- treat students with patience and respect
- always remember that the students have a disability and think differently
- joke with them only when we can be sure that they will understand
- shouting and sarcasm by staff are never permitted
- use consistent strategies and language
- differentiate the level of language used with individual students
- frequently use praise
- avoid negative words and reinforce positives
- actively pointing out to students when good social interaction has taken place or when a students has been thoughtful, kind or shown patience
- allow supervised time out if students are stressed
- use different strategies with different students, whatever suits their needs and achieves results

Observing, recording and monitoring behaviour

When monitoring behaviour, staff will attempt to record the following:

- Triggers
- Situation / Antecedents
- Frequency
- Time / place
- Duration
- Severity
- What happened afterwards

We recognised that anecdotal evidence is unreliable and that we need objective data to assess the effectiveness of a behavioural intervention programme

ABC charts for individual students are used in classrooms as appropriate. Where some significant or potentially dangerous behaviour has occurred the staff will complete an incident form and give this to the school DIRECTOR.

When writing a behaviour management plan staff teams will include the following:

- Targeted Behaviour

- Possible Antecedents (settings / triggers)
- Preventative measures
- Response to behaviour
- Method of monitoring
- Pupil agreement (where-ever possible)
- Parents, Headteacher agreement
- Review Date

Exclusions

At RUSSIAN SCHOOL LUCHIK MILTON KEYNES we take responsibility for the behaviour of the students while in Classes, and don't use exclusion as a tool for expecting parents to modify class-based behaviour.

We use exclusion as a last resort, and usually only with more able students.

Working with families

Pupils will often behave very differently in different environments and they may have difficulty generalising behaviour change at school to home.

We recognise that families can come under huge stress and need support and understanding. Parents should never be made to feel that the behaviour of their child during class time is their responsibility.

Parents are sent all behavioural plans relating to their child, and are as involved as possible.

Policy Review

This policy will be reviewed annually by the Directors. Where appropriate, review will include consultation with staff and other Management Committee Members.