

# Hope House School & Vacation Centre

Transforming the lives of children living on the Autistic Spectrum

## BEHAVIOUR AND DISCIPLINE POLICY

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Responsible Organisation: Hope House School  
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### Version 1

#### Signed:

\_\_\_\_\_  
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This policy has been read and signed on behalf  
of the Directors of Hope House School by \_\_\_\_\_

### Version Control Sheet

Version:	Date of issue:	Date of revision:	Used by:
1	June 2009	June 2011	Terri Westmoreland
2	June 2011	June 2013	Terri Westmoreland
3	June 2013	June 2015	Terri Westmoreland
4	June 2015	June 2017	

## **Introduction**

Hope House School is mindful of the diversity of Autistic Spectrum Disorders and the pupils who have any of these disorders. We are therefore flexible in our approach to rewards, sanctions and discipline. Each pupil has an individual behaviour management plan designed for their specific needs.

Rewards, verbal and non-verbal will be given according to the pupil's ability and our judgement as to whether he or she has tried hard and done their best.

Staff will actively seek opportunities to reward pupils.

It must be emphasised that our procedures are aimed at de-escalation and will always be followed with the best interests of our pupils and staff in mind. Our objective is to improve behaviour by seeking out its cause and doing as much as possible to alleviate it.

Our expectations for behaviour and work will always be high, based on the individual's ability. Discipline and sanctions will be consistent, firm and fair within this context.

## **Ethos**

Hope House School wants to provide a caring and calm environment where everyone feels valued, secure and able to learn. Our behaviour and discipline policy is based on the premise that everyone responds positively to praise and encouragement; we use a system of positive behaviour management and assertive discipline. Emphasis will be placed on positive rather than negative behaviour and we aim to reward good behaviour and performance.

Unfortunately there may be occasions when discipline and / or sanctions are necessary, but we will always take into account the pupil's autistic behaviour and make a judgement as to whether an incident is due to this or a deliberate act of misbehaviour. Whichever is the case we will always promote and teach the behaviour that is expected in the society within which we all must live. We have developed a Code of Practice that underpins our school and classroom rules and is taught and reinforced regularly.

## **Physical Intervention**

Occasionally, physical intervention may be needed for a pupil's own safety and well-being and that of those around them. We use the methods of MAPA (Management of Actual and Potential Aggression) as a de-escalation technique and in the last resort as a physical intervention. We trust that our Individual Behaviour Plans and Behaviour and Discipline Policy will reduce the incidents where it is needed.

We follow the Department for Education guidelines and advice on Physical Intervention, a copy of which all staff have read and initialled, and is available for parents to read in the School Office.

### **Exclusion**

Fixed term exclusion will never be used; we do not believe that it is a solution when used as a sanction against bad behaviour. We hold the same views on permanent exclusion.

However the Directors reserve the right to exclude when it appears an adult is actively encouraging bad behaviour by the pupil. There will be an emergency meeting of the Directors, and the decision will not be taken lightly, but support of the parents with regard to behaviour is paramount for the smooth running of the school.

### **Implementation**

Our approach to behaviour management and discipline will be made clear to everyone in the school community and staff training sessions will be given regularly to ensure that new and current staff remain consistent in their approach.

With parental support and involvement at each stage of the discipline system we hope to ensure a safe, calm and well-ordered environment where quality teaching and learning can take place. We want our school to be a warm and welcoming place where **everyone** behaves in a courteous and considerate fashion towards each other; staff will lead by example.

Our Individual Behaviour Management Plans will consist of four core elements:

### **Rewards**

These are given in the form of

- Praise
- For Upper School the ability to earn the equivalent of an "apprentice wage"
- For Lower School "Choosing Time" at the end of each day
- Certificate sent home
- "Diamonds" for good behaviour and good manners. Awarded daily and collected towards Diamond Day at the end of each term.

## **Sanctions**

This is usually being kept behind after school, because as we do not believe that exclusion should be a normal sanction, it is more appropriate to keep a pupil longer than give it the reward of sending it home early. This has proved very effective and has only been necessary to be carried out on a hand full of occasions.

## **Code of Conduct**

Our Code of Conduct applies to all members of the school community and the following values are taught to our pupils as an on-going part of their everyday lessons.

- Respect yourself, other pupils, teachers and other adults
- Respect your own and other peoples property
- Take responsibility for your words and actions
- Be courteous and well mannered
- Be honest, trustworthy and hardworking
- Be friendly and co-operative
- Show tolerance towards others and their differences

## **Parental Involvement**

Parental input is extremely important to us and we hope to work in partnership with parents so that their children can fulfil their potential and live satisfying lives.

Parents are encouraged to discuss their child's autistic behaviour with members of their teaching team and share views on its management. Their support in making and implementing decisions in relation to discipline and sanctions is essential to the success of both our Individual Behaviour Plans and our Individual Pathway to Learning.

We may at times ask parents to continue with a course of action at home and we will ask for their support. Similarly, if parents have been advised by other professionals to have found their own solution to particular behavioural traits, we will be happy to continue them at school, providing that they do not compromise our standard policies and procedures.

All pupils will have a Daily Report, which will contain comments about their pupil's daily achievements, tasks that need to be carried out or reinforced at home and their general behaviour. We always "tell the truth, the whole truth and nothing but the truth" as it is the parents right to know what is happening at school and not be fooled into thinking that the children are better than they

are. Our Pupil Manager will contact parents if there is anything that is needed to discuss at the end of each day.

### **Monitoring and Evaluation**

Daily Record Sheets are monitored every 20 days to assess the reduction in incidents. This will provide an overview of the pupil's behaviour and enable the staff to cite positive examples when dealing with the negatives. These will also indicate if any Physical Intervention has taken place.

Staff meetings are held regularly to monitor consistency and promote good practice. Regular training sessions are given to introduce new ideas and reinforce the original ones.