



Chipping Sodbury School Access Centre Addendum to Athelstan Behaviour Policy

Date of Review	Approved by	Date of Approval	Next Review	Website
March 2019	Board	4/9/2019	March 2022	Yes

Rationale

Positive behaviour is a fundamental aspect of good learning and has a significant impact on good standards and progress. Good behaviour is promoted and supported by high quality teaching and learning.

The students on the role of the Access Centre have complex additional needs associated with the Autism Spectrum and as such have differences in their understanding of language and communication, problem solving and sensory processing. These differences impact on the way they perceive and experience the world around them often causing high anxiety, stress and subsequent associated behaviour.

At Chipping Sodbury School we are mindful and understanding of how these differences can affect the behaviour of our students and how overwhelming daily life can be for each of them. We acknowledge behaviour as a means of communicating anxiety and as such we aim to provide a calm, low arousal, nurturing, supportive environment where students gain the skills to understand themselves and others better. We recognise building strong relationships with our students is key to a positive learning environment and enabling them to gain in confidence, independence, and self-esteem to achieve their full potential.

The Access Centre ethos promotes:

- respect for the rights of the individual
- recognition of individual responsibility on the part of all to protect those rights
- consistent approach by all members of staff
- Positive behaviour as a key to effective teaching and learning.

This is achieved by:

- Ensuring students have high aspirations and respect for themselves.
- Using each student's strengths and special interests as a motivator to build confidence and self-esteem as well as actively seek opportunities to develop these skills for future life and employability.
- Students and staff adhering to the core values of Chipping Sodbury School and Athelstan Trust as well as specifics which promote understanding and tolerance of the complex needs of the students in the Access Centre .
- Close collaboration and partnership with parents, family members and other professionals to encourage a consistent approach. The Centre offers an 'open door policy' which is supportive and welcoming and promotes a collaborative 'can-do' attitude to problem solving.
- Staff trained in understanding the needs of students with autism. (see note on training below)
- Delivering a personalised topic based curriculum providing flexibility to each of our students. Timetables are adapted, the dynamics between students are considered when planning group

work in different subjects and where one to one teaching is required the team aim to fulfil this need.

- Rewarding and celebrating success and achievements at every opportunity through quiet praise and feedback, letters and cards home, sharing photos, reward points (specific to personal rewards) certificates , meetings, and celebration afternoons.
- Encouraging good attendance at school; supporting families to achieve this and rewarding it.
- Through Speech and Language sessions run by the Speech therapist and timetabled social skills lessons students are taught strategies to manage their behaviour empowering them to positive choices when they feel overwhelmed by a situation.
- Close liaison and partnership working with the wider professional community.
- Having an understanding of how unstructured time can be stressful for students who require structure and predictability in order to manage their anxiety. The Centre team are able to respond by ensuring break times are seen as opportunities to teach play and the positive use of leisure time. In addition 'Talk time', break times, mealtimes and structured and unstructured play opportunities are seized to 'capture' specific teaching of social skills, mediation and explanations of social situations.

Whilst the Access Centre team follow the mainstream school Behaviour for Learning policy under the Athelstan Trust they are also mindful of the requirement for a flexible and analytical approach tailored to the individual needs of each student. Therefore behaviour which is challenging or inappropriate is addressed in collaboration with the whole team, professionals, parents and student.

Training

There are Staff employed in the Access Centre trained in the first level of the PROACT-SCIPr-UK approach to supporting positive behaviour. This approach is approved by BILD. The training includes strategies to help staff to proactively manage and support students with high anxiety. It focuses on de-escalation techniques, analysing behaviours and pre-empting situations by being alert to potential triggers. This level of training does not teach restraint. It is the policy of the Access Centre to not use restraint unless a student is in direct danger. Staff would then act in loco parentis as a safeguarding measure.

Staff are also Autism Education Trust trained which promotes an understanding of difference, and looks to inform educational professionals to enable individuals to reach their potential.

The following strategies are used to defuse potentially challenging behaviour.

- Risk assessments are routinely carried out, taking into account the demands placed upon the students, the expected behaviour required and sensory overload in the social environment.
- Information is shared with the Centre team via bi-weekly briefings, team meetings, and emails, SYMS, Go 4 Schools and CPOMS. Assessments are discussed in collaboration with everyone supporting and teaching the individual and where possible the student is involved in the consultation through mentoring sessions.
- Two- way radios are used both within the Access Centre and when students are being taught in the mainstream school. A member of staff is 'on call' throughout the day.
- Where a potential outburst or meltdown may occur confrontation is avoided. Instead staff maintain a calm manner, speak slowly and quietly and adopt a non-threatening posture. Staff will then follow the PROACT-SCIP approach.
- Wherever possible others students are removed from the nearby vicinity.

- If necessary the interior door between the office and the corridor can be closed to split space up.
- “APPLE” is a code word used in the Centre for any staff requiring assistance.
- By calming the immediate environment and adopting a quiet reassuring approach it is hoped situations of aggression can be avoided.
- The safety of students and staff is paramount; should a student exhibit aggressive, unsafe behaviour toward furniture, equipment or a physical attack staff should adopt the PROACT SCIP-UK protective stance, not intervene or place themselves in danger but instead retreat, seek assistance and monitor from a safe distance. Staff should only intervene if the student is in immediate danger and as such they would act in loco parentis.
- Following an incident parents will be contacted. If the student is continuing to present in a highly agitated state and calming strategies are proving unsuccessful parents will be asked to take the student home as a de-escalation measure which complies with the school’s safeguarding policy.
- The Head and/or a member of the Senior Leadership Team will be informed of the incident.
- Witnesses to an incident will be asked to write an account and their reports analysed to ascertain the cause of the outburst .The reports will be used as a basis for discussion to prevent similar circumstances from arising again in the future. The reports will be logged on CPOMS. Reports will be reviewed by the Access Centre Manager, SENCO, and Assistant Head and Head teacher in their scheduled meetings and shared with parents of the student.
- If necessary a restorative justice meeting will take place at the earliest opportunity between parents, student and the Access Centre Manager and/or SENCO .
- Where persistent behaviours occur Staff will carry out behaviour analysis (ABC) to try to identify triggers and make adjustments accordingly, such as differentiate communication style, make adjustments to the learning environment, risk assess, adapt timetable and liaise with other professional involved in supporting the student and the family. Liaison with parents will also be a priority.

If a student is regularly presenting with challenging behaviour and the above strategies have been unsuccessful then the following procedure will be implemented.

A review meeting will be called by the Access Centre Manager for parents and professionals working with the student to discuss a way forward. The Head teacher, Assistant head, SENCO and SEND Governor will be informed.
From the meeting an APD plan will be drawn up and a review date set to take place within 4 weeks.

Meeting held to review success of APD plan.

Improvement in behaviour?

Yes

No

Continue with strategies outlined in APD plan 1

Revise ADP plan (Plan 2) implement and review again in within 2 weeks.

Improvement in behaviour?

Yes

No

Continue with strategies outlined in APD plan 2

South Gloucestershire Local Authority 0-25 EHCP team contacted with regards an early Annual Review to discuss whether the Access Centre is able to meet the student's needs.

If at any time the behaviour of the student is considered a safe guarding concern for the student or staff then the Head Teacher may consider an external exclusion is necessary.

South Gloucestershire Local Authority 0-25 team contacted with regards an early Annual Review to discuss whether the Access Centre is able to meet the student's needs.