

Local Procedure Title	Positive Behaviour Management and Support
Service	Unsted Park School
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Local Procedure Author(s)	Jamie Dowsett
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1. 1. Introduction

The local procedure at Unsted Park School is designed to encourage positive behaviour through praise while addressing inappropriate behaviour in a structured manner. Given the nature of Autism and Asperger's Syndrome, the school recognises that students often struggle to understand social boundaries, emotions, and the impact of their actions on others. As such, staff provide clear and explicit guidance to help students navigate these complexities.

This document is a local policy and procedure for Unsted Park School and is to be read in conjunction with the Aspris Education services policy "Behaviour and Support", to ensure best practice, and cover all eventualities.

In addition, these procedures on "Behaviour and Support" will be available to parents, carers and other stakeholders. Information for pupils/students and young people will be available both within the children and young people's guide to the school and within information displayed within the school.

2. Aims and Ethos

At Unsted Park School, our ethos is grounded in the core values of *Believe, Respect, and Succeed*, and is reflected in every aspect of our positive behaviour support policy. We provide an autism-friendly environment for children and young people with a diagnosis of Asperger's, autism, and associated mental wellbeing conditions, fostering belief in their abilities and potential.

Our tranquil, spacious grounds and calm, purposeful atmosphere promote respect for self and others. By setting clear expectations and offering positive reinforcement, we help students understand and navigate social boundaries, creating a supportive environment where mutual respect is at the heart of everything we do.

Through our positive behaviour support policy, we aim to guide students towards making responsible choices, understanding the impact of their actions, and developing essential life and learning skills. Our goal is to ensure that every student succeeds by reaching their full potential, leaving as confident young adults equipped with the skills to thrive and build bright futures ahead of them.

3. Student Behaviour

At Unsted Park School, we recognise that understanding behaviour associated with autism, Asperger's, and related mental wellbeing needs requires a compassionate and informed approach. Many of our students experience challenges with social communication, interpreting emotions, and managing sensory sensitivities. Behaviours that may appear unusual, such as repetitive actions or intense focus, are often ways of coping with an environment that feels overwhelming or unpredictable. At Unsted Park, we see these behaviours as expressions of underlying needs rather than defiance.

When it comes to challenging behaviour, we understand that it often stems from frustration, anxiety, or difficulty in processing sensory or social information. Our approach is to address the root causes of such behaviours, offering clear guidance, emotional support, and tailored strategies to help students regulate their emotions and actions more effectively. By doing so, we create an environment where students feel safe, understood, and empowered to develop healthier ways of managing challenges.

4. Expectations

At Unsted Park School, behaviour expectations are designed to foster a positive and respectful learning environment. We set clear, consistent guidelines to help students understand what is expected of them and to promote a sense of responsibility and self-regulation. These expectations are communicated through simple,

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direct language and reinforced regularly to ensure that all students, regardless of their level of understanding, are aware of the behaviours that are encouraged and those that are not acceptable. Our approach involves modelling appropriate behaviour, offering positive reinforcement for meeting expectations, and providing support to help students navigate any difficulties. By maintaining a structured and supportive environment, we aim to guide students towards making positive choices and developing the social and emotional skills necessary for their success both within and beyond the school setting.

At Unsted Park School, we use visual expectation posters that embed our core values of *Believe*, *Respect*, and *Succeed* alongside key Aspris themes. These posters are strategically placed around the school to provide a constant visual reminder of our behaviour expectations and to reinforce the importance of these values. By visually integrating our values into daily routines, we help students internalise and understand what is expected of them, creating a cohesive and supportive environment that promotes positive behaviour and academic success.

Secondary



Unsted Park School Expectations



Primary

At Unsted Park School, we recognise that students with autism, Asperger's, and related needs may exhibit behaviours differently due to their unique challenges. However, maintaining a positive learning environment requires addressing certain behaviours as unacceptable. Examples include:

1. **Aggressive Behaviour:** Physical aggression, such as hitting or kicking, which poses a risk to others, though we understand this may stem from sensory overload or frustration.
2. **Verbal Aggression:** Using threatening or abusive language that can be harmful, while acknowledging that difficulties with social communication can contribute to such outbursts.
3. **Disruption:** Repeatedly interrupting lessons or activities, which can prevent others from learning. We understand that this might be due to challenges with attention or anxiety.
4. **Refusal to Follow Staff Instructions:** Not following staff instructions, which may be related to difficulties with understanding directives or sensory sensitivities, including those with Pathological Demand Avoidance (PDA). We approach this with flexibility and support to help students engage in a way that is manageable for them.
5. **Property Damage:** Deliberately damaging school property or personal belongings, recognising that this behaviour might be related to a need for sensory input or a reaction to stress.
6. **Inappropriate Social Behaviour:** Engaging in behaviour that disregards social norms, such as inappropriate physical contact or difficulties in understanding personal space. We recognise that students with autism may struggle with interpreting social cues, and we provide targeted support to help them learn appropriate social interactions while being mindful of their sensory and communication needs.
7. **Neglecting Personal Responsibilities:** Not following basic self-care routines or completing tasks, which may be related to challenges with executive functioning or sensory sensitivities. We understand that these issues can stem from difficulties with organisation or sensory processing, and we offer support and strategies tailored to help students manage their responsibilities effectively.
8. **Safety Violations:** Actions that compromise safety, such as running in corridors, acknowledging that this might be linked to difficulties with impulse control or sensory processing.
9. **Bullying:** Any form of bullying, including physical, verbal, or cyberbullying, is strictly unacceptable. We recognise that students may struggle with understanding the impact of their actions, but we are committed to addressing and preventing all forms of bullying to ensure a safe and respectful environment for everyone.
10. **Staying Within Defined School Boundaries:** Leaving designated school areas or not adhering to set boundaries, which can pose safety risks and disrupt the school environment. We understand that difficulties with spatial awareness or anxiety may contribute to this behaviour, and we work with students to ensure they understand and follow boundaries while providing support to address underlying challenges.
11. **Lesson Absence:** Missing lessons or not engaging in educational activities without valid reasons. We recognise that this might be due to difficulties with transition or sensory sensitivities, and we provide support to help students attend and participate in lessons, while addressing any underlying issues that may contribute to their absence.

In addressing these behaviours, we tailor our approach to the individual needs of each student, providing support and guidance within a compassionate framework to help them understand and improve their actions.

5. Rewards

At Unsted Park School, our rewards program is a key component in supporting and encouraging positive behaviour, academic achievement, and social progress. This program is designed to recognise and celebrate students' successes and improvements, fostering a positive and motivating environment. Students are rewarded for demonstrating our core values of *Believe, Respect, and Succeed* through their actions, contributions, and progress.

By highlighting and celebrating positive behaviour and academic efforts, we aim to reinforce desirable actions, boost students' self-esteem, and encourage continued growth in both their educational and social development. Our rewards program is integral in creating a supportive atmosphere where students are inspired to reach their full potential and take pride in their accomplishments.

Rewards will be issued fairly and appropriately and follow the following principles:

Positive Reinforcement: Recognise and reward positive behaviour to reinforce desired actions.

Individualised Approach: Tailor rewards to the interests and motivations of each student.

Consistency: Ensure rewards are consistently applied to maintain trust and understanding.

Types of Rewards

Verbal Praise:

- Immediate and specific feedback to acknowledge positive behaviour or achievements.

Points System:

- Students earn points for positive behaviours aligned to the Aspris Key themes (Fun & Friendly / Positivity / Courage / Resilience / Innovative / Aspirational). These key themes are underpinned by our School values of Respect Believe and Succeed. Our school values are linked directly to Unsted Park School's behaviour expectations. Students can earn 1 point per lesson. (bonus points can be awarded for exceptional circumstances).

Certificates:

- Subject certificates - presented each term by subject teachers to recognise academic, social and emotional progress.
- Points Certificate - presented termly to students to recognise their points achieved in each of the 6 Key Themes (Fun & Friendly / Positivity / Courage / Resilience / Innovative / Aspirational).
- Points certificates can be exchanged for items in the rewards shop.

Rewards Shop:

- Unsted Park Rewards shop will be open on the final day of each half term
- Points certificates can then be exchanged for items.
- Students have the option to save their certificate for bigger rewards.
- Items for the reward shop will be discussed in student council each term.

Parental Involvement:

- Positive notes or phone calls home to inform parents of their child's achievements.

Special Responsibilities:

- Assigning special roles or responsibilities that the student finds rewarding

Celebration of Achievements:

- Regularly celebrate individual and collective successes that exemplify the core values in school assemblies, newsletters, and classroom activities.

All staff at Unsted Park School can issue rewards, non-teaching staff will need to notify the student's tutor if they would like to issue a reward.

6. Consequences

Unsted Park School will follow the school's behaviour management plan, which outlines a clear strategy for supporting students who present with challenging or undesirable behaviour. This plan is designed to ensure a structured and consistent approach in addressing behaviour issues, providing tailored support to meet the unique needs of each student and promoting a positive learning environment. Importantly, our behaviour management plan is not intended as a form of punishment but as a supportive framework aimed at understanding and addressing the underlying causes of behaviour to help students succeed and thrive



Fixed Term Exclusions

At Unsted Park School, each decision regarding fixed-term exclusions is reviewed individually, considering the unique needs and context of the student involved. Fixed-term exclusions are regarded as a last resort, implemented only after all other supportive measures have been discussed and reviewed for their effectiveness. Only the Head Teacher, in consultation with the Regional Operations Director, has the authority to approve fixed-term exclusions. The school adheres to UK legal requirements, ensuring that any exclusion is well-documented and justified. The focus is on understanding the underlying causes of the behaviour and providing appropriate alternative educational provision during the exclusion period. Parents or guardians are kept fully informed and involved in the process, ensuring transparency and offering a pathway to challenge the

exclusion if necessary. This approach highlights Unsted Park School's commitment to balancing disciplinary measures with a supportive, individualised response tailored to the needs of its students.

7. Positive Behaviour Support (PBS)

At Unsted Park School, Positive Behaviour Support (PBS) is defined as a proactive, systematic approach aimed at improving and maintaining positive behaviour by understanding and addressing the underlying needs of each student. PBS focuses on teaching and reinforcing desirable behaviours while preventing and managing challenging behaviours through individualised strategies. Our Positive Behaviour Support Plans are tailored for every student to ensure a personalised and effective approach to managing behaviour. These plans are designed to identify and address each child's unique needs, challenges, and strengths, fostering a supportive environment that promotes positive behaviour and overall well-being. By understanding the individual triggers and motivations behind behaviours, our plans provide targeted strategies and interventions to encourage desirable actions and reduce instances of challenging behaviour. This proactive and personalised approach not only helps students navigate their educational journey more successfully but also supports their social and emotional development. The use of Positive Behaviour Support Plans is integral to creating a nurturing school environment where every child is empowered to reach their full potential and thrive academically and socially.

We understand that anxiety can manifest in various stages, from normal levels of unease to more intense crises. Our Positive Behaviour Support (PBS) Plans are designed to address and manage anxiety proactively, reflecting our commitment to supporting each student's unique needs. Recognising early signs of anxiety, such as restlessness or avoidance, allows us to implement tailored strategies within the PBS framework to help students de-escalate and calm. When students reach a crisis level, we employ a range of strategies, including creating a supportive and reassuring environment, providing sensory tools, and offering personalised calming techniques. Staff are trained through Team-Teach, which equips them with skills in de-escalation and crisis management. By incorporating these techniques into our PBS Plans, we aim to manage anxiety effectively, reduce its impact on behaviour and learning, and ensure that every student feels secure and supported throughout their educational experience.

The development and implementation of Positive Behaviour Support Plans involve a collaborative process that includes input from parents, young people, and all professionals involved in a student's education and care. We believe that engaging these key stakeholders ensures that the plans are comprehensive, relevant, and tailored to each student's specific needs. Parents and guardians provide valuable insights into their child's behaviour, preferences, and triggers, while students themselves contribute by sharing their perspectives and preferences for support. Professionals across the school, including teachers, support staff, and specialists, bring their expertise and observations to refine and enhance the plans. This inclusive approach not only strengthens the effectiveness of the behaviour support strategies but also fosters a shared commitment to the student's success, creating a unified support network that works together to promote positive outcomes and overall well-being.

Positive Behaviour Support (PBS) Plans are reviewed every six months by tutors to ensure they remain effective and relevant. This regular review process allows us to assess the progress of each student, evaluate the effectiveness of the strategies in place, and make necessary updates to better meet their evolving needs. Additionally, PBS Plans are updated more frequently when appropriate, based on changes in the student's behaviour, feedback from parents and staff, or any new insights gained. This dynamic approach ensures that our support remains aligned with each student's individual requirements and contributes to their ongoing success and well-being.

8. Risk Assessments

At Unsted Park School, our approach to individual risk assessments involves a proactive and systematic method aimed at understanding and addressing the unique needs of each student. This approach focuses on identifying and mitigating risks by recognising individual risks and underlying factors that may impact a student's behaviour and well-being. Our risk assessments are designed to create personalised plans that address each student's specific challenges and needs.

When managing risks, our individual risk assessments categorise the level of risk a student may face, from low to high, and implement appropriate risk mitigation strategies. This may include creating a supportive environment, providing sensory tools, and offering personalised interventions to manage risk effectively. Our staff are trained in de-escalation and crisis management, which equips them to respond appropriately and supportively during times of heightened risk.

The development and implementation of individual risk assessments involve a collaborative process that includes input from parents, the student, and all relevant professionals involved in the student's education and care. Engaging these key stakeholders ensures that the assessments are comprehensive, relevant, and tailored to the student's specific needs. Parents and guardians provide valuable insights into their child's behaviour and

risks, while students contribute their own perspectives and preferences. Professionals, including teachers and support staff, offer their expertise to refine and enhance the assessments. This inclusive approach strengthens the effectiveness of our risk management strategies and fosters a unified support network committed to the student's success.

Individual risk assessments are reviewed and updated regularly, at least every six months, to ensure they remain effective and relevant. This review process allows us to evaluate the progress of each student, assess the impact of the risk mitigation strategies in place, and make necessary adjustments to meet their evolving needs. Additionally, risk assessments are updated more frequently when significant changes in behaviour or new insights arise. This dynamic approach ensures that our support aligns with each student's individual requirements and contributes to their ongoing well-being and success.

9. Positive Handling: The safe use of Physical Intervention in education settings (Team Teach)

Physical intervention, as defined through Team-Teach, refers to the use of physical techniques and strategies to manage and de-escalate situations where a student's behaviour poses a risk to themselves or others. Team-Teach emphasises a non-restrictive and proactive approach, prioritising de-escalation and prevention of crisis situations through verbal communication, support, and environmental adjustments before considering physical techniques. When physical intervention is necessary, it is applied with the utmost care, focusing on safety, respect, and the minimum level of physical contact required to ensure the well-being of all involved. Physical intervention is always a last resort, used only when all other strategies have been exhausted and there is a clear need to maintain safety. The techniques are designed to be safe, supportive, and non-injurious, aiming to quickly restore a calm and safe environment while upholding the dignity and rights of the student.

At Unsted Park School, all staff members receive comprehensive training in Team-Teach, ensuring they are well-equipped to manage a wide range of behavioural situations effectively and compassionately. This training covers proactive strategies for de-escalation, crisis management, and the safe use of physical intervention techniques when absolutely necessary. By providing staff with the skills and knowledge needed to handle challenging behaviours with empathy and respect, we create a safer and more supportive environment for both students and staff. The Team-Teach training programme reinforces our commitment to maintaining high standards of practice, promoting positive behaviour, and upholding the dignity and well-being of every student.

At Unsted Park School, any use of Physical Restraint (RPI) must be reported on the Engage MIS system within 24 hours of the incident. This prompt reporting ensures transparency and accountability in managing such situations. Parents are informed as soon as possible following an RPI, maintaining open communication and keeping them fully informed. Additionally, comprehensive debriefs are conducted with both staff and students involved to review the incident. These debriefs focus on reflecting on the event, identifying lessons learned, and exploring strategies to reduce the likelihood of similar situations in the future. By thoroughly reviewing each incident, we aim to continuously improve our practices and enhance the safety and well-being of all members of the school community.

Please refer to Aspris policy for further information

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10. Bullying

At Unsted Park School, we believe in creating a safe, inclusive, and supportive environment for all students, regardless of their differences. This Anti-Bullying Policy is designed to protect and advocate for the well-being of students with autism, recognising that they may face unique challenges that can make them more vulnerable to bullying.

Students with autism may communicate, socialise, or behave in ways that differ from their peers, which can sometimes lead to misunderstandings or exclusion. Our goal is to foster a culture of empathy, understanding, and respect by promoting awareness about autism, encouraging positive interactions, and ensuring that any instances of bullying are addressed swiftly and effectively.

Please refer to Unsted park Local Procedure: **ACS 03 Anti Bullying**

11. Debrief Process

A debrief is a structured process conducted after an incident to review and reflect on the events that occurred. It involves discussing what happened, assessing the effectiveness of the response, and identifying any areas for improvement. At Unsted Park School, all staff aim to debrief students after every incident. This process is essential for helping students understand the situation, address any concerns, and support their emotional

well-being. While we strive to debrief students whenever possible, there may be circumstances where it is not feasible immediately. However, all serious incidents, including those involving restrictive interventions and incidents of bullying, will always include a thorough debrief. This ensures that lessons are learned, and strategies are developed to enhance our response and reduce the likelihood of similar incidents in the future.

All debriefs conducted following incidents, including those involving restrictive interventions, are documented and stored on the Engage MIS system. This centralised record-keeping ensures that all information is securely maintained and easily accessible for review. By recording debriefs on the Engage MIS system, we enhance transparency, facilitate the analysis of incident patterns, and support continuous improvement in our behaviour management practices.

12. Behaviour analysis

Behaviour analysis at Unsted Park School involves systematically examining student behaviour to understand its underlying causes and develop effective interventions. This process includes collecting data on behavioural patterns, identifying triggers and antecedents, and assessing the outcomes or consequences of behaviours. By analysing this information, we can develop targeted strategies that address the root causes of challenging behaviour and promote positive changes. Behaviour analysis is integral to our Positive Behaviour Support (PBS) approach, as it allows us to create evidence-based plans that are tailored to each student's needs. This data-driven approach helps ensure that our interventions are effective, measurable, and aligned with our goal of supporting every student's success and well-being.

At Unsted Park School, the pastoral team plays a crucial role in reviewing incidents and addressing behaviour concerns. The team examines incident reports daily to identify any patterns or areas of concern, ensuring timely and responsive support for our students. Each week, the pastoral team holds meetings to discuss these incidents in detail, evaluate the effectiveness of current strategies, and develop new approaches as needed. Tutors play a key role in this process by addressing behaviour issues within their classrooms and supporting the pastoral team. They provide valuable insights into students' day-to-day behaviour, contribute to the development of tailored support plans, and collaborate closely with the pastoral team to ensure a cohesive and informed approach to behaviour management. This collaborative review process enables us to address behavioural issues proactively, refine our support strategies, and ensure that interventions are effectively meeting the needs of our students, ultimately supporting their overall well-being and success.

Behaviour concerns are also addressed in safeguarding meetings and Senior Leadership Team (SLT) meetings. These forums provide opportunities to discuss and review significant behavioural issues, ensuring that any safeguarding implications are appropriately managed and that comprehensive strategies are developed to support affected students. Additionally, behaviour is analysed each term by the SLT to identify whole-school trends and concerns. This analysis allows us to assess the effectiveness of our current behaviour management strategies, make necessary adjustments, and implement new initiatives to enhance the overall school environment. By integrating behaviour analysis into our safeguarding and SLT discussions, we ensure a coordinated approach that supports the well-being and development of all students while continuously improving our school's behaviour management practices.

13. Record Keeping

At Unsted Park School, all incidents are meticulously recorded through the MIS system Engage, which ensures that all staff have access to up-to-date information. This system provides a comprehensive record of behaviour incidents, allowing for effective monitoring and management. The Senior Leadership Team (SLT) and governors also have oversight of these records, which enables them to review trends, assess the effectiveness of behaviour management strategies, and ensure that appropriate actions are taken. This level of transparency and accessibility ensures that behaviour concerns are addressed consistently and that the school's approach to behaviour management is continually reviewed and improved.

14. Monitoring and review

Monitoring and reviewing the positive behaviour LP at Unsted Park School is essential for ensuring its effectiveness and relevance within the educational setting. The Senior Leadership Team (SLT) plays a crucial role in this process by overseeing the implementation and impact of the policy. Regular assessments, including feedback from staff, students, and other stakeholders, alongside the analysis of behavioural data, help identify areas of success and areas needing improvement. The LP will be reviewed annually to make data-driven adjustments, ensuring it continues to promote positive behaviour while adapting to evolving needs and challenges. This ongoing review process supports the creation of a supportive and productive environment at Unsted Park School.

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Contents Checklist (Local Services may add additional items – this is a core list)			
Aims and ethos		Behaviour support analysis systems	
Local code of conduct		Monitoring arrangements	
Behaviour support planning			
Training			
Local sanctions or consequences system			
Local rewards system			
Debrief processes			

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions