



# **DISCIPLINE (BEHAVIOUR SUPPORT) POLICY**



## **Discipline (Behaviour Support) Policy Jonah Special School**

### **Statement of Core Values**

All children and young people are valued irrespective of their needs, behaviour or background. They must be given the opportunity to enjoy and achieve, stay healthy and safe, make a positive contribution to their community and enjoy economic wellbeing.

When children and young people with Autism Spectrum Disorder (ASD) are nurtured, guided and encouraged, they learn to behave appropriately in a variety of social and educational settings. They achieve healthy emotional growth, acquire social understanding and learn the necessary social and interpersonal skills that will enable them to succeed.

The long-term aims are –

1. To promote positive self-esteem and to encourage self-advocacy.
2. To enable each student to live in the least restrictive and least dependent setting possible.
3. To teach each student to manage and control his/her own behaviour.
4. To provide the student with the skills necessary to meet his/her individual needs while replacing behaviours that stigmatise. Only behaviours which have a negative impact on a student's individual quality of life will be considered for intervention.
5. To promote and enhance each individual student's quality of life.

### **Challenging Behaviour**

Challenging behaviour may be defined as –

*"Behaviour of such intensity, frequency, or duration as to threaten the quality of life and/or the physical safety of the individual or others"*

Any behaviour displayed by a person which is considered challenging or inappropriate by others, or gives rise to reasonable concern, maybe considered as challenging. However, the use of the term challenging should be understood in terms of the social context in which the behaviour occurs.

The term behaviour support is used in this document as opposed to behaviour management, as it implies the need to consider all aspects of each student's behaviour rather than just those identified as "problem or difficult". Passive, non-assertive behaviours restrict a students' independence and learning as much as those which are perceived as being problem behaviours. Challenging behaviour serves a necessary purpose for an individual and it is largely learned through a history of interactions between the person and the environment. A single behaviour may be maintained by more than one outcome and a group of behaviours may be used to achieve a single outcome.

### **Philosophy**

What is unacceptable behaviour to one person is not necessarily unacceptable behaviour to another. Because changing behaviour is acting against a person's personal choices it is therefore ethically more defensible to operate within the context of positive, supportive programmes. The function of most behaviour is legitimate, e.g., there is nothing wrong with asking for attention. Much behaviour serves a



communicative function, it is therefore more effective and valid to teach an alternative, appropriate response than to try and extinguish a behaviour using aversive techniques (punishment). Research shows that there are a variety of interventions as effective as punishment, and that these have fewer problematic side-effects. Punishment frequently elicits aggression, does not teach generalisation, is poorly received in the community and needs to be continued in order to maintain a reduction in behaviour. Positive procedures are constructive, in that they teach alternative responses and build self-esteem.

Punishment will not be used as a means of managing a students' behaviour. This does not preclude the use of standard discipline such as not allowing a student to do something until they have finished what they are currently doing, or re-doing bad work. However, disciplinary decisions must always be made that take into account the abilities of the individual. The code of behaviour of the school will be adhered to with any disciplinary procedures.

Individual behaviour support plans must operate in the context of a curriculum, which is in itself rewarding and stimulating. The curriculum should strive to provide an instructional context within which a student performs functional, age-appropriate acts in a variety of natural domestic, academic, vocational, recreational and community settings. Without such an ethos, behaviour support is likely to be coercive and ineffective.

Behaviour support plans can only be effective if staff have ownership of them. Class teams will be involved in their development and implementations. All staff must be fully informed of relevant procedures in order to ensure continuity across all settings. Staff must receive ongoing training to address their needs. Wherever possible, students should be involved in the development and implementation of their behaviour support plans. Positive expectations have a positive effect on the behaviour of others. Every student is of equal value and deserving of the same respect.

The Behaviour Support Policy endorses –

- Education for Persons with Education Needs Act 2004.
- Education Act 1998.
- Child Care Act 1992.

The Jonah Special School will continually identify ways of sharing information and working together to protect its students from harm and help them to achieve what they want in life.

## **Prohibited Negative Procedures**

The board of management recommend that the following procedure would be prohibited from use within the school –

1. Corporal punishment, including smacking and rough handling.
2. Withholding of sustenance and force feeding.
3. The use of unpleasant events including sounds tastes, visuals, sensations and smells.
4. The withdrawal of basic rights of the individuals including the right to three nourishing meals per day, the right to be in a comfortable safe and warm environment, the right to go home and the right to personal possessions.
5. Leaving students in conditions of discomfort.
6. Emotional and psychological harm.
7. Unauthorised restraint which exceeds the degree of restraint that may be required on occasions to prevent injury to the individual or to other students or staff.
8. Withholding of basic physical comforts such as warmth and appropriate clothing.
9. The locking of a student in a room, at any time, even if an adult is present.
10. The use or withholding of medication.



11. Inappropriate use of voice and tone.
12. The use of language which demeans or intimidates the student.
13. Putting students out of the classroom unsupervised.

## **Physical Interventions**

Physical restraint at The Jonah Special School is defined as the use of force in order to protect a person from harming him/her or others. In exceptional circumstances, and as a last resort procedure, staff may use physical intervention as part of a total response to the student, but only if its use has been agreed by the students' parents, all other personnel involved and the procedure is clearly scripted in the students Behaviour Support Plan. Staff must also have received training in the use of accepted physical intervention.

The Jonah Special School training in this regard will be in accordance with The Management of Actual or Potential Aggression (Mappa) (CPI) Inc., Atlantic Business Centre, Atlantic Street, Altrincham, Cheshire WA14 5NQ, UK. – This is currently being reviewed.

## **Use of Time Out**

The use of time out at The Jonah Special School is defined as a positive procedure whereby a student is given the opportunity to leave a situation, which she/he is finding over stimulating and/or stressful in order to calm him/herself.

The emphasis must be on teaching the student to recognise she/he needs to leave the situation and to communicate that need in an appropriate way. Time out should be used as an opportunity to teach the child self-control and to manage his/her own behaviour.

Time out should not be used as a negative procedure. However, there may be times when a member of the class team feels that it is in the best interests of the whole class for the student to leave the situation for a short while. In these circumstances an adult who is not directly involved in the incident should accompany the student.

## **Equal Opportunities**

The schools role is to plan for and meet students' individual needs. Should a situation develop that is beyond the expertise of staff, external agencies will be consulted, e.g., Behavioural Psychologist, Educational Psychologist etc.

The behaviour support needs of all students will be discussed at an Annual Review meeting and Behaviour support plans, when needed, will be included in a student's Individual Education Plan.

Parents must agree all individual behaviour support programmes. The student's cultural background must be taken into consideration and the individual behaviour support programme should strive to maintain a balance between environments of school, home and community.

## **Methodology**

1. Student's will have a Behaviour Support Plan (BSP) as a component of their

Individual Education Plan if staff/parents feel that aspects of their behaviour impede their safety and learning or interfere with the safety or learning of others. Prior to compiling a BSP the function of the behaviour will be assessed using at least one appropriate assessment tool e.g. Questions About



Behavioural Function (QABF), Functional Analysis Screening Tool (FAST). In the case of behaviours which are severely challenging at least two assessment tools should be used. The aim is to always work collaboratively with parents.

## 2. The Behaviour Support Plan (BSP) must include:

- i. The results of behaviour assessment detailing the function of the selected behaviour.
- ii. A precise description of the behaviour selected for deceleration and precise description of the behaviour to be developed.
- iii. A component, which considers the students' environment and alterations, which will reduce the need for inappropriate behaviours. The term environment is used in its broadest sense to cover everything that may affect a student, including personal interaction styles.
- iv. A positive teaching strategy which serves to teach the student specific, socially acceptable responses that serve the same function as, or replace the need for, the behaviour that has been targeted for reduction. This section may be cross-referenced to the students' communication programme.
- v. Details of how appropriate behaviours will be reinforced, how often and by whom.
- vi. A section on Reactive Strategies i.e., how to respond when the behaviour occurs.
- vii. A start date and a review date.
- viii. A record of who has been involved in drawing up the programme, who is responsible for implementing the program and who is responsible for ensuring the BSP implemented correctly.
- ix. A record of any physical interventions, which may be used with parents' consent.

## 3. Strategies for Crisis Intervention and Prevention

Where physical interventions are part of the Behaviour Support Plans they will be those taught as part of the CPI (Mappa) UK methodology and will be used by staff trained in the use of CPI interventions. All physical interventions will be agreed with parents and recorded in the Behaviour Support Plan.

In the case of a student who has challenging behaviour, which results in regular injury to self or others, there will be regular meetings between the Principal, Teachers, Director of Education, SNA's and parents to monitor the situation. At all times the aim is to use the least intrusive methods and to work towards decreasing the amount of support a student needs.

## **Implementation – Staff Development**

All staff will receive ongoing instruction and in classroom Behaviour Support Training. This is a mandatory requirement for all staff at The Jonah Special School. All staff must be given appropriate training in the rationale, aims and methods of behaviour support, e.g., functional assessment, positive programming etc.

We are currently reviewing our crisis management training and will update once more information is available. Until now - Mappa (CPI) UK training focuses on developing practice strategies to support students' with challenging behaviour. A training programme is established to train all staff in Mappa (CPI) UK including team control, which is a core physical intervention stance, touch support, one person escort, and 2-person escort. Regular practice sessions will be held to refresh staff of the interventions in class team groups. Any other core interventions will be taught as appropriate, used with permission of parents



and practiced regularly. Instruction will be from licensed Mappa (CPI) instructors who are also staff members.

As part of behaviour support in The Jonah Special School, the Principal will ensure that only a qualified individual in clinical behavioural interventions and person centred planning designs and sanctions the individualised behaviour support plans. At The Jonah Special School, this person is the Clinical Director, who holds a Master's degree in Applied Behaviour Analysis and Behaviour Support Interventions.

Whenever a very complex case of challenging behaviour arises with any particular individual student, advice is sought by the Clinical Director from other professionals involved with the student, with parental permission.

### **Support for Staff**

The success of behaviour support plans depends on an on-going system of support for staff. This support will be given through management and colleagues at The Jonah Special School and through outside agencies where identified. All training will include how to seek advice and help in dealing with challenging behaviour and in functional analysis of behaviours and the development of behaviour support plans.

### **Jonah Special School**

Behaviour Support Policy

This policy was adopted by the Board of Management of Jonah Special School at its meeting held on:

**Ratified by the Jonah Board of Management on:** \_\_\_\_\_

**Date**

**Signed:** \_\_\_\_\_

**Principal**

**Signed:** \_\_\_\_\_

**Chairperson, Board of Management**

**Next Review Period: *September 2026***