

Good Behaviour Policy ASD Facility



At Churchwood Everyone Can

Communication

At Churchwood ASD Facility, communication is at the heart of what we do and communication with families is key to a successful behaviour policy. We firmly believe, when there is collaboration between home and school, school gain an understanding of the whole child and can plan to develop individual needs for now and in the future.

Parents are kept informed about the classroom learning through a termly newsletter, a termly 'Individual Learning Plan' which plots the targets for Speech and language, English and Maths, messages on Class Dojo and a daily positive individual message is sent home on a 'success slip'. These are completed by the class team. (Teacher, TA, SALT and SALTa). Staff are available to see parents at the end of the day and messages/questions between home and school can be communicated through Class Dojo, email or through phone calls.

To ensure pupils experience a consistent approach throughout the school, key information about each pupil is shared through a pupil passport. This outlines current barriers to learning, ways to help and the best learning for each pupil.

Social Communication and Emotional Regulation supports

The ASD Facility supports each pupil using '**The SCERTS® Model**' which directly addresses the core challenges faced by children with ASD and their families. SCERTS® focuses on building competence in Social Communication, Emotional Regulation and providing supports for the two way interaction required in learning. We understand that communication is a two way process and that breakdowns in understanding are experienced by us as well as the pupils.

With this approach at our core, we aim for school activities to be as successful as possible. Therefore each pupil has a termly 'Individual Learning Plan' which is planned from and expectations are personalised so that each pupil has the right amount of support to make work challenging yet achievable and without barriers that may trigger negative behaviour responses.

As emotions and nuances in emotion can be tricky for our pupils to understand, we also use **Energy Levels** as an analogy to help them to 'power up' and 'power down' their energy and match this to the task. We work on building strategies to support our energy to rise or fall to match the task expectation and use visuals linked to familiar cartoon characters to support understanding of these concepts.

Each pupil is supported to identify his or her current regulatory state using the **Zones of Regulation** program. They will then have support to engage in strategies to bring them back to the zone that matches the task expectation. This is often the 'green zone' and is the state in which they are ready to learn.

Pupils behaviour will also be supported with the use of the **Social Detective Program**, which allows pupils to identify expected and unexpected behaviours in social situations, hidden rules in social situations and developing flexible thinking skills, thus allowing them to be better aware of social expectations and rules and supporting engagement in day to day social and learning experiences.

Pupils have access to **personalised supports** which are planned to meet their needs whereby they can independently use the support or be directed by staff to use it to help regulate their behaviour/sensory responses.

Celebrations

Completion of work throughout English, Maths, Science, Geography, History, R.E, PSHE, ART, DT, swimming and Forest school lessons contribute to achieving 'independent choosing time' at the end. This is an immediate reward for positive behaviour and contributions in class.

Class dojos, specific praise, positive jobs, stickers, personalised motivational tokens will be awarded for positive work and behaviour throughout the day.

Wasted time

If a behaviour is stopping a pupil or other pupils from working a wasted timer is used.

The wasted timer is stopped when the behaviour ceases.

The time accumulated in the wasted timer will be time sat in the classroom at the next playtime.

Work that has not been completed is completed in wasted time (this can be flexible)

If more than 10 minutes wasted time has accumulated, parents will be informed.

If an unsafe negative behaviour has occurred, parents will be informed.

The vast majority of pupils will work within the behaviour policy for the ASD facility. A few children will require additional support and this will be set out in an 'Individual Behaviour Plan', which is shared with pupils, parents and staff who work with the pupil to ensure a consistent approach.

Incidents of behaviour are monitored by the ASD Facility team, reviewed by ASD Facility Lead Teacher alongside the Speech Therapist and shared with the Principal and leadership team.

This policy has been approved by the Principal and should be read in conjunction with:

- Single Equalities Plan
- S.E.N.D. Policy
- Teaching, Learning and Assessment Policy
- UOBAT Exclusions Policy
- Anti-Bullying Policy
- Physical Contact Policy
- Child Protection Policy
- Attendance Policy
- PSHEe Policy
- SMSC Policy
- UoBAT Code of Conduct

Policy status and review

Written by:	Nicola Banks and Beth Search Gillham
Owner:	Ros Collett (Principal)
Status:	Approved
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