

## The Bridge SEN School Behaviour Policy

The Bridge SEN School is committed to providing an environment conducive for our students and staff to learn and work effectively. During their stay with us, students are required to conduct themselves in a responsible and mature manner. We believe that good behaviour is a necessary precondition for effective teaching and learning to take place. However, due to the nature of school and the support we provide for young adults with a range of mental health disabilities, we do recognise that difficult or challenging behaviour is usually the result of a few very specific challenges. Because every young person is unique, the challenge is different for each student. Our behaviour policy is based on the principles of Positive Handling and uses techniques associated with Emotion coaching.

There are many factors which influence behaviour. To encourage good behaviour in our learners we adopt a wide range of strategies. We recognise that all of the following influence and encourage behaviour.

### Aims

- To give learners responsibility appropriate to their stage of development which helps to encourage confidence, skills, independence and a sense of community
- For learners to take pride in their work and the school environment
- For learners to praise and encourage others and help build up their self esteem
- For learners to treat each other with respect regardless of sex, cultural or other differences
- To help learners develop a core of social skills and community values
- For learners to learn and allow others to learn
- For learners to understand themselves and develop the strategies to cope with anger disappointment, envy and failure
- For learners to try hard and persist with an activity
- For learners to share attention, equipment and friends
- For learners to use acceptable language
- To encourage self motivation in learners rather than an emphasis on working only for rewards
- For achievement/ good behaviour to be emphasised, recognised and celebrated

## Strategies

To ensure learners adhere to the aims and ideals mentioned above The Bridge SEN School regularly monitors school routines to ensure all members of the school are familiar with all aspects of the school day.

Classrooms decorum is maintained by the teachers and on occasion by the academic manager who may deem it necessary to participate within a class to observe the behaviour of learners or to assess the ability of the teacher to maintain discipline. Communication can be frustrating for autistic learners especially those who are non verbal and so the teacher and classroom support staff will engage in a number of communicative methods to try and help the learner.

## Interfering behaviour

Interfering behaviour varies among students with Autism and can range from mild, periodic vocal outbursts to inappropriate sexual touching. These behaviours disrupt the child's day-to-day activities and prevent positive interactions with other people Such behaviour can include but is not limited to the following:

- Attempting to or actually going to the toilet in non-designated places
- Public disrobing
- Refusal to cooperate to perform a task (eat, get dressed, play a game, do homework)
- Running from the authority figure at home, in public, at school
- Eating non-edible items such as paper, erasers, soap
- Making loud noises when quiet is expected
- Laughing at inappropriate social times

## Challenging behaviour

Challenging behaviour can be defined as interfering behaviour that is more disruptive or potentially harmful to the student or those around them. Interfering behaviour can sometimes escalate into challenging behaviour so staff need to be vigilant of all behaviour in the classroom.

This can include but is not limited to:

- Destroying property
- Self-harming behaviour (banging one's head on a wall, and other self-harming actions)
- Physical assault or aggressive behaviour
- Sexualised behaviour (unwanted physical contact, public masturbation)
- Incontinence & public urination or defecation

All examples of challenging behaviour should whenever possible be recorded in the observation book as this could provide guidance for triggers or methods of managing the student in the future. Any occasion of challenging behaviour requires the completion of an incident report (appendix 1) which must be forwarded to the academic manager, school Principal and the Local authorities. Please see below the procedure for handling challenging behaviour that occurs in the classroom.

### **Autistic Learners**

Challenging behaviour is often common among young people diagnosed with Autism. It may be caused by anxiety and stress, sensory processing differences, underlying medical conditions, and specific situations that the person finds distressing. Every person with Autism is unique and so the treatment and support of each person is similarly unique. Please see the school's Autism policy for more information about how we support Autistic learners.

### **The Procedure followed:**

1. If any challenging behaviour is demonstrated, the staff will first attempt to de-escalate the situation and encourage the student verbally to sit down or to remain calm.
2. If the behaviour persists or seems to be escalating, the teachers or assistants should encourage or guide the learner to go the sensory/chill out room to calm down or have a time out. Alternatively, the student can be taken into the community with a member of staff to allow them to calm down in the fresh air.
3. If the behaviour escalates, and/or the student refuses to go to the sensory room, the priority should be to ensure the safety of any other nearby learners.

Any other student is at risk, should be encouraged to move from the area surrounding the disruptive learner.

4. If the disruptive behaviour continues, the staff will employ stern dissuasive tactics verbally or with sign to establish that the student is acting inappropriately and may provide means through which the student can communicate how they are feeling. Digital device, emotion chart or Pecs.

5. If student becomes violent towards any member of staff or him/herself, or destructive to any furniture or classroom equipment staff trained in physical restraint, in accordance with [Section 93, Education and Inspections Act 2006](#), can attempt to reasonable force to restrain the student. Restraining a violent student can be dangerous and distressing for the student so staff should only attempt this as a last resort. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Please see The Bridge SEN School restraint policy for more information about restraining students.

6. If it is deemed acceptable for the learner to rejoin the class once their challenging behaviour has subsided, they may do so. However, if they are still unsettled they will be advised to go to the sensory room or taken into the community with two members of staff and a driver if required, and they will be kept occupied with community activities until the end of school. The student's parent/guardian will be informed of the student's behaviour.

7. Any incident is recorded in our Incident Log Book and an incident report must be sent to the director and student's social worker within 24 hours of the incident (please see Appendix 1 for the Incident/Accident report at the end of this policy).

8. Following the incident staff should meet and discuss the trigger of the challenging behaviour and discuss strategies on how to prevent the occurrence from happening again.

### **Training for staff on how to Manage Challenging Behaviour**

All staff at the Bridge are given autism awareness training, communication training, de-escalation training and Positive Handling training.

### **Support for staff if in a challenging situation**

Dealing with challenging behaviour can be distressing or even physically injurious for staff involved in such care.

	<p>A risk assessment is created for each learner at the Bridge and student's EHCP is available for all student's working with the learner to view.</p> <p>For more information about challenging students in the Bridge SEN School please consult the Challenging student Policy.</p> <p>The Bridge SEN School is also committed to reviewing our policy and good practice annually. The academic manager is responsible for updating this policy.</p>	
Updated August 2020	Next update due December 2020	

# Appendix 1

## INCIDENT / OCCURRENCE / ACCIDENT REPORT

- ★ Use this form to record ALL incidents, including accidents to residents, staff and all other persons and ANY cases of known or suspected work or environment related issues.
- ★ The person in charge to complete a separate form for each person directly involved
- ★ Completing this form does not constitute an admission of liability of any kind of person
- ★ Any equipment involved in the incident should be retained in safe keeping for examination
- ★ If possible a separate statement form should be completed by any person directly involved or witness to the incident.
- ★ Otherwise a separate form should be completed by the person to whom the incident is first reported or who first noticed the incident if not a witness
- ★ All forms must be signed and kept in the appropriate files and cross referenced to the appropriate residents / staff files
- ★ All accidents / incidents MUST be reported immediately or as soon as possible thereafter to the Managing Director and where appropriate to the relevant Inspectorate

**A WHICH OF THE FOLLOWING BEST DESCRIBES THE INCIDENT / ACCIDENT**

Bruise                  Fall                  Fire                  Break in                  Physical Assault

Verbal abuse    Death                  Ill health

Other (describe)

Please circle the appropriate description

**B WHERE AND WHEN DID THE ACCIDENT OCCUR?**

Exact location:  
Address  
Date and Time:

**C NAME OF PERSON/ S DIRECTLY INVOLVED IN THE INCIDENT**

Name:  
Address:  
Date of Birth:

Telephone number (if any):

Student  Relative  Staff  Public member  Visitor  Workmen

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Name:

Address:

Date of Birth:

Telephone number (if any):

Student  Relative  Staff  Public member  Visitor  Workmen

<b>D PERSON ASKED FOR ADVICE / INFORMED REGARDING INCIDENT OR INJURY</b>
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(Please circle appropriate person)

Officer in Charge

Manager

Doctor (GP)

Psychiatrist

A & E

Next of Kin

Fire /Police / Ambulance

Advocate

Registration and Inspection

Other - Team Leader

**Managing Director X** (must be informed of every incident / accident)

Date and Time above informed:

<b>E APPARENT CIRCUMSTANCES OF INCIDENT / ACCIDENT (Give details)</b>
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**POST INCIDENT.**

**ACTION PLAN**

\*this statement must be attached to the main incident / accident form

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<b>Name of Person Directly Involved</b>	
<b>Exact Location of Incident</b>	
<b>Date of Incident</b>	
<b>Time of Incident</b>	

**Full Details** (use additional sheets if required)

<b>Name:</b>	
<b>Date:</b>	<b>Signature:</b>
<b>Signed by Manager:</b>	<b>Date:</b>