



Acorn Park

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Job Title	Head of School

To be read in conjunction with the Acorn Park Positive Behaviour Handbook

Aims

As a specialist provider for children with Autistic Spectrum Conditions, our Positive Behaviour Policy is aimed at improving educational outcomes for all autistic pupils by promoting and supporting their engagement with education. At Acorn Park, we have a therapeutic approach to behaviour which is underpinned by MAPA and *Playfulness, Acceptance, Curiosity and Empathy* (PACE). Our aim is to promote behaviour that enables all children to achieve their potential and develop socially, academically, and personally within a positive and safe environment (Pro-social behaviour). High standards are set in behaviour, including behaviour for learning. Children have a right to learn and teachers have a right to teach. We aim for children to develop pro-social behaviours through:

- Clear and high expectations
- Good role models in both children and adults
- Clear and consistent boundaries
- Intervention programmes as appropriate.

At Acorn Park, we base our approach on the fact that: 'Equality of opportunity does not mean giving every child the same....it means giving every child what they need'

We use 'one voice' to:

- Promote pro-social behaviour (self-care, helpful, productive), self-regulation and respect for others
- Focus on a therapeutic approach to managing behaviour;
- Provide an inclusive setting that promotes equality of opportunity so that all children are given what they need to help them to learn how to engage in pro-social behaviours;
- Ensure all staff know how to promote pro social behaviour and manage challenging behaviours, and to have an understanding of what behaviour might be communicating;
- Ensure that all staff understand how to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

At Acorn Park, we are committed to successful inclusion of our young people and we recognise at times children may communicate through challenging behaviour to adults, risk of harm to themselves, others or property. To ensure the best outcomes for staff and pupils during these incidents, all staff are given MAPA training which is refreshed annually. We expect all staff to follow the therapeutic approach, use 'one voice' and our PACE approach.

At Acorn Park we recognise that there are times when we need to reflect on our proactive strategies in order to ensure that we are providing and adapting an environment to suit the needs of all children and young people. We recognise that there are complexities of subconscious and conscious behaviours for our children and young people at Acorn Park and they all require an individualised risk reduction plan to ensure consistency across different staff and environments. The most appropriate approaches to regulation can then be offered if a pupil is becoming challenging towards other young people, adults or property.

At Acorn Park, we recognise and understand the importance of the therapeutic approach we employ. We understand the need to stand back to analyse and not personalise behaviours. We realise that once we unpick the behaviour to find the possible root cause, we will be able to choose strategies or interventions to help the child understand how to engage in prosocial behaviours.

We avoid using the following controlling behaviour with children:

- Dominating and imposing
- Demanding obedience
- Telling children what they must not do
- Punishing them
- Taking away all pleasurable experiences
- Shaming, belittling, embarrassing, and humiliating
- Exclusion

We promote the teaching of behaviour through:

- One voice approach – using one adult to manage a situation (preferably the most familiar) and agreeing one shared strategy.
- Relationships
- Role modelling
- Consistency
- Scripts
- Therapeutic care (“I hear what you are saying” “I can see you are upset” “I understand that’s how you feel”)
- Positive phrasing
- Planning proactively how to teach prosocial behaviour
- Reward and positive reinforcement
- Use of logical or natural consequences
- Positive interactions between home and school
- ‘Reflect and repair’ post incident

All staff attend training meetings during the school year to discuss strategies and expectations in relation to the Positive Behaviour policy so that our approach remains consistent amongst all staff.

On a daily basis, staff focus on the positive behaviours and interactions demonstrated during the day or week through the positive handovers system.

At Acorn Park, we build on the positive patterns of behaviour that the children have learnt already and proactively identify triggers for behaviour. We help the children develop pro-social behaviours underpinned by our two Acorn Park expectations and supported by the MAPA Crisis Development model:

1. Always be kind
2. Always try our best

The Crisis Development Model (MAPA)

Behaviour levels	Staff attitude/approach
1. Anxiety <ul style="list-style-type: none"> ▪ A change in behaviour 	1. Supportive <ul style="list-style-type: none"> ▪ An empathetic non-judgemental approach

<p>2. Defensive</p> <ul style="list-style-type: none"> ▪ <i>beginning to lose self-control</i> 	<p>2. Directive</p> <ul style="list-style-type: none"> ▪ <i>Decelerating an escalating behaviour</i>
<p>3. Risk Behaviour</p> <ul style="list-style-type: none"> ▪ <i>A behaviour that presents an imminent and immediate risk to self or others</i> 	<p>3. Safety intervention</p> <ul style="list-style-type: none"> ▪ <i>An emergence response aimed at minimising risk and keeping everyone safe</i>
<p>4. Tension Reduction</p> <ul style="list-style-type: none"> ▪ <i>Decreases on physical and emotional energy</i> 	<p>4. Therapeutic Rapport</p> <ul style="list-style-type: none"> ▪ <i>Restorative approach to re-establish rational communication, relationships and routines</i>

All staff must take the lead in modelling the high standards of pro social behaviour, courtesy and respect they wish to see in their classrooms and throughout the school. This includes an understanding of how an adult's actions may impact on the experiences, feelings and behaviours of the children.

Recognition of prosocial behaviour may include:

- The use of the Acorn reward system
- WOW texts can be sent home to celebrate a positive choice
- Star Student is awarded weekly
- Weekly prize draws
- A visit to the Head of School

Behaviour that Challenges – Risk management

If a child is struggling with pro social behaviour and restrictive physical intervention is deemed reasonable, proportionate and necessary, we will work alongside staff and parents/carers to create an **Individual Risk Management plan** as an additional part of their risk reduction plan, to support the young person before, during and after crisis. Before the use of restrictive Physical Intervention, all staff use the 'Decision Making Matrix' embedded within MAPA.

Positive Behaviour Support (PBS)

Positive Behaviour Support (PBS) is a specific approach that includes PACE and Therapeutic Parenting in order to minimise very high risk behaviours by replacing them with more pro-social skills. It is an approach offered by our clinical team. PBS strategies are included within **the Individual Risk Management Plans (IRMPs)** alongside all other strategies for risk management for the pupil.

Related Policies/ guidance:

- Exclusion
- Physical Intervention
- Safeguarding policy
- Equality and diversity
- Peer on peer abuse
- Anti-Bullying
- SEND and Inclusion
- Online safety
- School Vision, Mission, Values