



Behaviour Policy

Date of Issue / Adoption:	September 2009
Last Review / Amended Date:	June 2023 – Version 12.1
Review History:	April 2024 – Version 12.1 – Change of MIS System added June 2023 – Version 12 June 2021 –Version 11 July 2019 – Version 10 July 2018 – Version 9 November 2017 – Version 8 July 2017 – Version 7 July 2016 – Version 6 December 2015 – Version 5.1 May 2015 – Version 5.0 July 2014 – Version 4.0 September 2011 – Version 3.0 September 2010 – Version 2.0 September 2009 – Version 1.0
Holder:	Executive Headteacher
Committee Responsible:	Teaching and Learning Committee
Next Review Date:	July 2025

Grange Park School is a UNICEF ‘Rights Respecting School’ and this policy has been created in partnership with all staff members, the rights respecting school steering group (pupils) and ratified by the governing body.

All pupils at Grange Park School have an Education Health Care Plan (EHCP) and have been diagnosed as having an Autism Spectrum Condition (ASC). This policy has been written

Policy Name	Version	Issue Date	Next Review	Committee	Page Number
Behaviour Policy	12.0	September 2009	July 2025	T&L	Page 1 of 17

to incorporate their needs along with the legal guidelines and principles.

Rationale:

It is a characteristic of ASC that behaviour can derive from a variety of sources including: frustration over expressive or receptive language disorders; sensory perceptual difficulties; inconsistencies in the environment or in management techniques; ill-health; self-stimulation or a desire to gain control over a situation or environment. In all cases the behaviour will be serving a purpose for the individual. It is the work of staff to identify the function of the behaviour and try to re-shape it to a more acceptable form of expression whether that be through the use of the written word, pictures, symbols, verbally or another appropriate form. It is important to remember that 'challenging' or 'inappropriate' behaviour is usually 'challenging' or 'inappropriate' to the recipient or observer rather than the individual displaying them as more often than not the behaviours serve a very real and valuable purpose for them.

Unhelpful behaviour presents in a variety of ways but its most telling impact is on the independence of the pupil as without the ability to conform to socially accepted norms of behaviour, many communities based facilities and experiences could be too problematic for our pupils.

Definition:

It is understood that:

- "behaviour" referred to in this policy is unhelpful or challenging behaviour
- there is no such thing as autistic behaviour
- many behaviours are related to impairments in communication and consequently can be a form of communication
- any behaviour is the result of an individual interacting with the environment and therefore it follows that the behaviour can be changed, ameliorated, or decreased at least, by changing some aspect of the environment. The intervention must take account of the whole situation, and not just the behaviour in isolation
- to be effective, strategies to change, or replace, behaviours must be carried out with the awareness and involvement of the person concerned and his/her family.

Aims:

To provide:

- a safe environment where learning can take place for all pupils

Policy Name	Version	Issue Date	Next Review	Committee	Page Number
Behaviour Policy	12.0	September 2009	July 2025	T&L	Page 1 of 17

- a low arousal environment for pupils
- systems and skills for the pupils that will enable more appropriate forms of expression to occur
- staff skilled in interpreting behaviours effectively to identify their function and support pupils in managing those behaviours

Objectives:

- to encourage self-management of behaviours by involving the pupils in all aspects of their behaviour management
- to enable the pupils to be able to access as wide a range of community facilities as is practicable so increasing their opportunities for independence
- to maintain an effective behaviour recording system (ARBOR) to allow behaviours to be analysed, interpreted and interventions to be implemented.
- to maintain staff training and understanding to enable the school's aims to be met including Strategies for Crisis Intervention and Prevention (SCIPr)

Behaviour

The curriculum at Grange Park School is delivered within a positive environment based on the school's ethos of "RESPECT". Pupils are given clear guidelines on respecting themselves as individuals, respecting others and respecting their learning environment.

Pupils are educated within a safe environment and are expected to be safe and courteous to each other and to members of staff. There is an ethos of high expectations in learning and behaviour and interactions are based upon mutual respect and value.

All children in KS3 take part in a curriculum designed by Grange Park School staff to introduce them to the standards of behaviour and conduct required as a pupil at Grange Park School. The sessions are led jointly by the teaching staff and the clinical support team. These sessions incorporate The Zones of Regulation (see Appendix 8) to help pupils to recognise their emotions and to help them self-regulate.

When talking to pupils, behaviour should be referred to as either 'helpful' or 'unhelpful'.

High standards of behaviour are attained by:

- providing positive role models
- enabling pupils to feel valued and respected with agreed principles of behaviour,

Policy Name	Version	Issue Date	Next Review	Committee	Page Number
Behaviour Policy	12.0	September 2009	July 2025	T&L	Page 1 of 17

- providing structured yet flexible approaches to behaviour and discipline enabling each pupil to manage his /her autism
- adhering to the Grange Park Code of Conduct

Standards of behaviour and conduct are reinforced by visual support systems throughout the school. Each message is specific to the locality to which it applies.

On occasions a child will start at Grange Park with a diagnosis of ASC which over time is clearly seen to be incorrect. Such children do not benefit from the regime at Grange Park and can often have a very unhelpful impact on the well-being and learning of the other pupils. When such a child is identified a managed move will be sought to a more suitable education placement.

Appendix 1a –Core Principles of Behaviour Management Appendix 1b - Rapid Response Protocol

Appendix 2 – Grange Park School Code of Conduct

Rewards, Responses and Sanctions

Pupils/students will be encouraged to measure and achieve their individual targets.

Rewards:

If pupils have attended a lesson and worked well they will receive a tick for that lesson. Tick charts will be monitored by Form Tutors during end of day form time. Significant concerns will be shared with parents via the Contact Book or a phone call.

Merits are awarded for excellent or outstanding academic work or in terms of personal targets or behaviours. These lead to certificates, non-school uniform days and reward trips. Key Stage 5 students work towards similar rewards but which are age appropriate e.g. going out for a meal, going bowling or similar as requested by the students themselves.

The weekly Celebration Board is used to celebrate ‘one-off’ achievements in each subject area.

Reponses:

- All behaviour, helpful or unhelpful, should have a consequence
- Behaviour needs to be viewed through an “autism lens”
- Staff should focus on the pupil not the behaviour
- Pupils should be encouraged to use a Quiet Room if not coping in the lesson

Policy Name	Version	Issue Date	Next Review	Committee	Page Number
Behaviour Policy	12.0	September 2009	July 2025	T&L	Page 1 of 17

(Appendix 4)

Sanctions

The school has a clear behaviour management structure in which all staff follow. It is built around a traffic light system of approaches and interventions to be used at each stage of the behaviour level of concern and clearly sets out who is responsible at each stage. (Appendix 7a and 7b)

Persistent or particularly unhelpful behaviour will result in the individual being on report. This is a pupil friendly report designed to allow the individual to reflect on his/her behaviour and improve it.

For more serious unhelpful behaviour or consistent unhelpful behaviours, pupils may be withdrawn from circulation during break and lunch, given an 'internal exclusion' and/or parents/carers invited in for a strategy meeting.

For very serious unhelpful behaviour, there are fixed term exclusions, which could lead to a permanent exclusion if deemed necessary by the Head teacher.

After a fixed term exclusion parents are required to attend a reintegration meeting with their child where a post exclusion report is drawn up and PEP is agreed. (Post Exclusion Plan)

Individual Strategies

Some pupils will require individual Behaviour Support Plans (BSP). The strategies may be devised as a result of ARBOR analysis, multi-disciplinary meetings involving parents, teaching staff, Educational or Clinical Psychologist, Speech and Language Therapist and Occupational Therapist. All strategies are reviewed regularly and disseminated to all staff.

Behaviour Support Plans can include:

Target behaviours requiring intervention

Any identified triggers

Key phrases and strategies known to be effective

Phrases and strategies that are generally ineffective or counter productive

Ways of responding to dangerous/harmful behaviours to ensure safety (Safeguarding Plan)

The number of pupils at Grange Park who require individual BSPs is generally low – currently less than 4% of the school population. This is because the good practice in the management of challenging behaviour in children with ASC is embedded in the daily structures within the school.

Members of staff are expected to behave within and adhere to the KCC guidelines on "Managing Behaviour". Therefore, all staff should make themselves familiar with this document.

Policy Name	Version	Issue Date	Next Review	Committee	Page Number
Behaviour Policy	12.0	September 2009	July 2025	T&L	Page 1 of 17

Reporting and Recording System: School Information Management System ARBOR

The school has adopted ARBOR to record both negative and positive behaviours. Using ARBOR enables staff to log behaviours and analyse these in the context of communication logs, pupil files and Pupil Asset.

Any serious incidents of violence (where damage occurs to people and / or property) should be recorded on ARBOR as close to the incident as possible but within 24 hours of the incident. Serious incidents should be referred to the progress leader or a senior member of staff depending on its severity. Appropriate consequences will be decided by Senior Staff.

Violence towards staff and pupils is unacceptable. Action will be taken to support and protect staff and pupils. (See Appendix 5)

The management of Grange Park School will provide pro-active support to members of staff who have been involved in violent episodes by:

- providing time away from the violent circumstances
- providing additional staff
- providing the opportunity for counselling
- providing in service training

Bullying

Staff should be familiar with Grange Park School's Anti-Bullying Policy. See separate document.

Deliberate self-harm and self-injurious behaviour

Individual pupils may present self-harm or injury in several ways. Each pupil will be supported as an individual and protocols will be created based on the deliberate self-harm and self-injurious behaviour guidelines (See Appendix 6)

Exclusion of Pupils

See Exclusion Policy. Responsibilities:

The school ethos is that all staff are equally responsible for all pupils' behaviour. The class teacher and learning mentors will provide behaviour targets to help pupils manage their behaviours.

Policy Name	Version	Issue Date	Next Review	Committee	Page Number
Behaviour Policy	12.0	September 2009	July 2025	T&L	Page 1 of 17

EQUAL OPPORTUNITIES STATEMENT

Grange Park School is committed to the positive promotion of equal opportunities for all.

Policy Name	Version	Issue Date	Next Review	Committee	Page Number
Behaviour Policy	12.0	September 2009	July 2025	T&L	Page 1 of 17



Core Principles of Behaviour Management Grange Park School

Ethos

At all times of behavioural disturbance our sole aim is de-escalation to re-establish calm and to maintain the safety and wellbeing of all.

Do not confront (confrontation means escalation).

Remember to be aware of your own emotional reactions throughout this process.

Give physical space and time

Divert, re-direct, distract

Reduce communication to single words/phrases.

Make a deal if you can – only use clear, simple negotiation

Acknowledge emotion – acknowledge difficulty

Persistence in the application of a specific strategy is required. A strategy will only work with rehearsal and when fully understood by the pupil or student.

Implement SCIP-R procedures when required

Policy Name	Version	Issue Date	Next Review	Committee	Page Number
Behaviour Policy	12.0	September 2009	July 2025	T&L	Page 1 of 17



Rapid Response Protocol

On arriving at the scene upon rapid escalation of behaviour, leading or resulting to an unsafe situation:

Send for help – do not be on your own or without others knowing that an incident is occurring.

Observe – do not say anything.

Make an assessment about safety and take actions to ensure the safety of the other pupils, staff members and yourself.

Stand out of the reach of direct aggression or objects thrown- stand close enough to be heard

Wait for an appropriate time to talk – that might be you need to express concern quickly or if you can wait for a pause in the behaviour.

Acknowledge difficulty and high level of emotion.

Apply strategies – divert, re-direct, distract / offer a deal / follow Specific Individual strategies, “Managing Changes in Behaviour.”

If safety is compromised, use Pro-Active SCIP-R strategies. Gather help from more Senior/Experienced members of staff.

Policy Name	Version	Issue Date	Next Review	Committee	Page Number
Behaviour Policy	12.0	September 2009	July 2025	T&L	Page 1 of 17

Appendix 2



Grange Park School Code of Conduct

This code has been agreed by all staff and pupils and is shared with parents on admission via the Home / School Agreement. We refer back to this when necessary.

We want everyone to behave in a way that makes all of us feel safe in all parts of the school and when we travel to and from school.

We will respect and care for others.

We respect that everybody has the right to come to school and learn without being disturbed by others.

We will take care of Grange Park School and the property of others.

We will learn to take responsibility for managing our own behaviour to the best of our abilities.

We will listen to our teachers and follow their instructions and advice.

We will work hard to learn how to cope with the situations and people that can upset and distress us.

Policy Name	Version	Issue Date	Next Review	Committee	Page Number
Behaviour Policy	12.0	September 2009	July 2025	T&L	Page 1 of 17

How do I earn a tick?



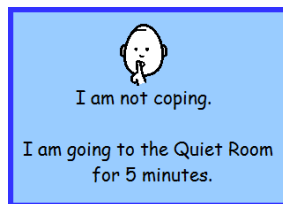
I will have a tick chart.

This will be marked by the teacher every lesson.

Performance in Lessons					
	M	T	W	TH	F
1	✓				
2					
3					
4					
5					
6					



I will get a tick for the lesson if I stay in the classroom and do my work.



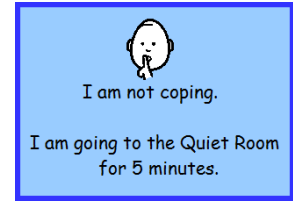
I must remember to use the Time out rules if I cannot cope in the classroom.

Policy Name	Version	Issue Date	Next Review	Committee	Page Number
Behaviour Policy	12.0	September 2009	July 2025	T&L	Page 1 of 17

Time out rules

This is what to do if I am not coping in class:

I take a blue card from the classroom door and show this to an adult.



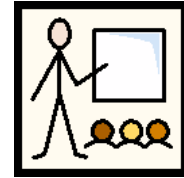
I go to the Quiet Room and stick the card on the door.



A staff member will set a timer for 5 minutes.



After 5 minutes, I return to class.



Policy Name	Version	Issue Date	Next Review	Committee	Page Number
Behaviour Policy	12.0	September 2009	July 2025	T&L	Page 1 of 17

Appendix 5

Violence to staff

It is the case that by nature of the work involving the management of those pupils with autism and challenging behaviour, staff may be brought into conflict with children and/or their relatives, who may commit acts of violence from time to time.

Within policy statements on behaviour management, care and control, schools will need to state that violence to staff, in any form, is unacceptable and action will be pursued with regard to the Local Authority's procedures and statement on pupil/student violence.

Risks can sometimes be identified in advance and avoided, or strategies agreed which will include appropriate handling techniques needed to stabilise the situation according to the degree of violence being used by the young person. No more than the minimum reasonable necessary force proportionate to the circumstances may be used.

Certainly when specific needs are identified on admission or in the light of experience, there is a critical need for a planning conference to occur. This will map out strategies, including seeking specialist advice on appropriate management and interventions, utilising the services of such as Educational Psychology Service, Clinical Psychology Services, and Community Psychiatric Services.

Schools need a clear procedure to provide positive support to members of staff who have been involved in violent episodes.

If violence occurs, help should always be obtained to control the crisis and for first aid, including emotional support, to the injured person(s).

Staff must maintain an immediate record of the behaviour and the response to it under the general principles of recording agreed within the school and in keeping with guidelines.

If injury occurs, then it is essential to complete a HS157 form on the Electronic Reporting System.

Link is: <https://kentcc.firmstep.com/default.aspx/Stages/RenderProcess/?ProcessGUID=48380BBF-B4FF-4809-84D8-F289C7279BA9&ReturnURL=%2F&fs2s=nCMM7jFRR4e>

An Accident / Incident Procedure flowchart is also available in the staffroom and from the School Office.

If someone is damaging property but not threatening self or others, it may be best to intervene as little as possible, choosing the moment when energy has been dissipated and transition to a calmer emotional state is possible.

Nevertheless, staff will remain with the person and avoid single-handed restraint, securing assistance from colleagues to establish timely and planned management of the situation from the young person's viewpoint and consistent with positive childcare practice.

Violent incidents must always be recorded and parents informed. A summary of these incidents will be presented to the SLT on a weekly basis.

Policy Name	Version	Issue Date	Next Review	Committee	Page Number
Behaviour Policy	12.0	September 2009	July 2025	T&L	Page 1 of 17

Appendix 6

Deliberate self-harm and self-injurious behaviour guidelines

The school recognises that some of the greatest behavioural challenges presented by young people with autism spectrum conditions are those of deliberate self-harm and self-injurious behaviours. The former may be a reflection of complex issues including low self-esteem and mental health, whilst the latter may more often be related to deficits in communication skills. Both behaviours are underpinned by impairments in self-management and self-control skills.

Any pupil when demonstrating self-harm or self-injury will be subject to a risk assessment for their management within school. Where necessary the school will involve or engage with other agencies (e.g. the NHS) in respect of the management of these behaviours. Keeping any pupil safe will be the primary goal of any management strategy. Careful consideration will also be given to the impact on the rest of the school community taking into account the vulnerability of the other pupils and students and the emotional impact on staff of managing such behaviours.

Policy Name	Version	Issue Date	Next Review	Committee	Page Number
Behaviour Policy	12.0	September 2009	July 2025	T&L	Page 1 of 17

Process for Monitoring Behavioural Concern at Grange Park School

Safeguarding Incident
Any member of staff - Fill out green form Hand straight to the Designated Safeguarding Lead

Behaviour incident/Concern recorded on ARBOR by school staff
Initial Interventions by member of staff concerned.

Form tutor to review behaviour data weekly

Progress Leaders to review behaviour data

- Form tutor to discuss incidents/concerns with individuals.
- Put note in contact book
- Make phone calls to parents and Log on ARBOR
- Refer to back of sheet for further interventions.
- Recurring incidents/persistent behaviour – refer to Progress Leader



Year 7 Mrs Rose	Years 8 and 9 Mrs Rose	Key Stage 4 Miss Underhill	Key Stage 5 Mrs Hume
-----------------	------------------------	----------------------------	----------------------

Progress Leader Interventions – Refer to back of sheet



Form Tutor Report

Progress Leader Report

SLT Report

Form Tutor Report	Progress Leader Report	SLT Report
--------------------------	-------------------------------	-------------------



Liaise with Parents on a daily basis

Invite parents in for a meeting to discuss way forward

Internal Exclusion plus letter home to parents



Fixed Term Exclusion Reintegration Meeting with Parents

Designated Safeguarding Leads

Miss Renukah Atwell

Mr Mark Cleave

Mrs Rene Chetty-Marston

Mr Lee Cooper

Mrs Jo Gould

Mrs Sharon Brooks

Mrs Abbie Rodreigo

Mrs Maxine Hamilton(College)

Miss Sarah Hume

Miss Charliiee Armstrong

Mrs Jean Moule



Policy Name	Version	Issue Date	Next Review	Committee	Page Number
Behaviour Policy	12.0	September 2009	July 2025	T&L	Page 1 of 17

Appendix 7b

Form Tutor Interventions

- Monitor and Review behaviour data weekly
- Discuss incidents/concerns with individual
- Note in contact book
- Phone parents
- Get advice from SALT
- Keep parents informed of progress
- Praise progress made
- Watch individual
- Inform staff in briefing if necessary
- Report to progress leader
- Attend meetings
- Refer for counselling (Through progress leader)
- Individualised programme carried through
- Personalised motivators

Progress Leader Interventions

- Monitor and Review behaviour data weekly
- Meet with individual
- Invite parents in for a meeting
- Refer to SALT/Clinical Psychologist
- Phone call home
- Place on report with Form Tutor
- Progress Leader Report
- Loss of break/lunchtime – out of circulation
- Refer to outside agencies
- Attend outside agency meetings
- Refer to SLT
- Behaviour support plan put in place
- Update pupil/staff/parents and on progress
- Praise
- Early Help referral
- Personalised motivators

SLT Interventions

- Meet with individual
- SLT Report
- Meet with parents
- Phone call home
- Out of Circulation
- Internal Exclusion
- Fixed Term Exclusion
- Reintegration Meeting with parent and targets set
- Refer to outside agency
- Look for alternative curriculum
- Managed Move/Placement Review
- Emergency EHCP Review
- Personalised motivators

Policy Name	Version	Issue Date	Next Review	Committee	Page Number
Behaviour Policy	12.0	September 2009	July 2025	T&L	Page 1 of 17





Appendix 8

The Zones of Regulation

The Zones of Regulation supports the SCERTS Model of practice as it works to build skills and strategies that address needs in emotional regulation and executive functioning. It helps pupils to recognise how they are feeling and learn how to communicate this. In addition, it develops an understanding of facial expressions, perspective about how others see and react to their behaviours, insight into what triggers their behaviours, calming and alerting strategies and problem solving skills.

It also works on developing a 'tool kit' of strategies to help pupils move between zones or get into the expected zone for a certain situation.

THE ZONES

			
Running slow	Good to go	Caution	Stop!
Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried Silly/ Wiggly	Terrified
Tired	Feeling OK	Excited	Yelling/Hitting
Bored	Focused	Starting to lose control	Elated Out of control

It is important to recognise that everyone experiences all of the zones and that the Red and Yellow zones are not the 'bad' or 'naughty' zones. All of the zones are expected in different situations. For example, being in the red zone when in danger or the yellow zone at a theme park.

All staff will help pupils to understand that it is natural that we all experience the different zones and use strategies to control (or regulate) ourselves. For example, "This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths."

Policy Name	Version	Issue Date	Next Review	Committee	Page Number
Behaviour Policy	12.0	September 2009	July 2025	T&L	Page 1 of 17