

Ambitious About Autism Behaviour Support Policy

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1. Policy Statements

At Ambitious About Autism (AaA) and Ambitious About Autism Schools Trust (AaAST) we will adopt an organisation-wide approach to supporting students using Positive Behaviour Support (PBS) as the framework. Our overall aim is to improve and enhance our students' quality of life, not simply stopping or preventing behaviours that challenge. We know improving students' quality of life will help reduce behaviours that challenge and better enable the student to learn. We are also committed to a lasting reduction of restrictive practices and we will always use the least restrictive practice possible.

We want to understand students' behaviour and will use the principles of behaviour analysis to do this. How we support the students will be based on this understanding and will be detailed in Behaviour Support Plans (BSP's). All people who support the student will contribute to these plans, as well as the student themselves, whenever possible. We recognise and respect everyone's individuality and will support students based on their individual needs. This means we will support different students differently.

Staff at all levels of the organisation, and in all roles, will have the necessary skills and competencies to implement PBS. Individuals will need varying degrees of knowledge around behaviour so we will use everyday language that everyone understands. Leadership teams will have key roles in implementing PBS and maintaining a PBS culture; they will support and coach staff, assuring their competency to follow the ethos and values of the PBS Frameworks, and modelling excellent support at all times.

2. Positive Behaviour Support Procedures

2.1 Our values (Each establishment will have its own set of values bespoke to its cohort and setting)

- During all interactions we will maintain dignity and respect for each other. Staff behaviour will reflect and model our values. All staff will role-model appropriate behaviour at all times, as well as coach others in this area.
- We will focus on increasing quality of life by teaching appropriate replacement behaviours to decrease behaviours that challenge.
- We will reduce the use of restrictive interventions. Physical interventions will always be used as a last resort and we will always use the least restrictive practices possible. All restrictive practices will be audited, reviewed regularly and Behaviour Support Plans will include a restrictive practice reduction strategy. Any restrictive practice will be authorised by a member of the senior leadership team. Individual establishment details of audit, review, restrictiveness check & authorisation will appear in the Appendix for each establishment.

2.2 Quality of life

- Quality of life means teaching new skills to maximise independence on an individualised basis. Additionally, general well-being, life satisfaction, physical health and happiness are key elements for consideration.
- Student voice is a fundamental value to define what quality of life means for each individual.
- Improving quality of life will be the focus of all interventions and detailed in BSP's.

2.3 Participation

- All students and staff will be involved in maintaining a culture of PBS.
- Family members and other significant individuals, including stakeholders, will be active participants in embedding our PBS values for the student.

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2.4 Interventions to support learning (Each establishment will have specific procedures based on student cohort and environment)

- Within the PBS model there are 3 tiers of support.
Tier 1 supports apply to all students and support prosocial learning and activities.
Tier 2 supports are “targeted” interventions that support students who are not responding to the tier 1 supports alone.
Tier 3 supports are “intensive” interventions who help students who have not responded to the tier 1 or 2 supports. Tier 3 supports are highly individualised and specialised interventions based on individual need and learning history.
- *Please see Appendices for each establishment regarding the criteria for the Tier 2 and 3 support levels, how this will be developed (including stakeholder and student participation) and what details this will include*
- The student should consent to the BSP, where possible. Once the BSP is drafted we will ask the student if they are happy with the BSP. If the student cannot tell us then we will have a ‘best interest meeting’ to decide if the BSP is the best way to support the student.
- *Please see Appendices for each establishment detailing who is responsible for implementation of a BSP and the review process*
- In order to check that the BSP is working we will collect on-going data which will be analysed. If these data show that the plan is not working the people who produced the BSP will meet and change it.

2.5 Staff development

- *Please see Appendices for details regarding staff training, including induction training for each establishment.*
- A portion of the training for all staff, will be based on the PBS competency framework and Autism Education Trust (AET) standards¹.
- PBS leaders across the establishments will provide ongoing support for staff to ensure that they are competent to follow the PBS framework and any Behaviour Support Plans.
- Staff will have opportunities to reflect on practice and to learn outside of formal training events, including debriefs and team meetings.
- PBS Leaders will also ensure that staff are appropriately supported, in terms of having their emotional support needs met.
- Any de-escalation and/or physical intervention training will come after PBS induction training, must be in-line with a PBS approach and must be clearly seen as the reactive element of a PBS approach.
- Staff will be given clear guidance in the use of non-planned (i.e., not in a Behaviour Support Plan) restrictive intervention in an emergency.
- PBS Leaders will access PBS professional development through British Institute of Learning Disability (BILD) and other leaders in the field of PBS.

2.6 Recording and data collection

- A range of data (including behavioural incidents and the use of restrictive practice) will be collected across the organisation and reported to the Senior Leadership team and trustees on a regular basis so that decisions can be made based on these data.
- *Please see Appendices for each establishment for details of what data will be collected, reporting procedures and analysis/review process.*
- Staff will be trained in how and what to record.

¹ AET schools autism standards www.autismeducationtrust.org.uk/shop/schools-standards-shop/

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2.7 Debriefing /post incident support

- Students and staff will receive emotional support following a behavioural incident, *please see Appendices for each establishment the details of the range of support that will be provided, when, what and how.*

3. Relevant Guidance and legislation

[BILD guidance consultation](#)

[Mental Capacity Act 2005](#)

[Department for Health Positive and Proactive Care: reducing the need for restrictive interventions](#)

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Appendix 1: Ambitious College

Audit, review, restrictiveness check & authorisation

Sometimes challenging behaviours occur that can place the safety of the learner and/or others in danger. Behaviour Support Plans detail reactive strategies that staff must follow, should these occur. These are generally implemented in the sequence of least to most intrusive reactive strategies, unless specific risk patterns have been identified.

Where less intrusive (i.e. non-physical) reactive strategies have been unsuccessful in redirecting the challenging behaviour, staff may need to use physical interventions in order to keep the learner or others safe. This will require staff to use trained Team Teach interventions, as prescribed in the learners Behaviour Support Plan and Risk Assessment for Challenging Behaviour. Physical intervention strategies should only be used as a last resort where a learner is putting themselves or others at risk. Staff must complete Team Teach Training prior to supporting learners.

Ambitious College staff will:

- follow the strategies agreed and set out in the Behaviour Support Plan
- conduct themselves in a calm and professional manner
- not unnecessarily draw attention to the challenging behaviour
- use preventative strategies based on person centred approaches and positive behaviour supports
- give learners an opportunity to engage in calming techniques and avoid confrontational situations where possible
- communicate clear instructions to learners, which are followed up as necessary
- review environmental structure of the classroom, or other location of the learner and adjusting it to their needs where possible
- Where appropriate remove learner from the immediate environment to reduce risk to their dignity and safety, and that of others.
- Ambitious college does not restrain learners in ground holds or in prone face down position, if staff see this practice, they should immediately report this to the Principal.

Criteria for Tier 2 and 3 support levels, how this will be developed (including stakeholder and learner participation) and what details this will include:

Positive Behaviour Support has been embedded at Ambitious College since its inception. A detailed framework of support offered to learners follows.

Tier 1 supports are available to all learners throughout the day from all staff and across all college environments. Tier 1 consists of a collection of preventative, proactive strategies that focus on developing a general atmosphere of support by building rapport and trust between learners and staff so that young people can access from the teaching and learning opportunities presented at Ambitious College. An example of a Tier 1 support for behaviour is a whole- college 'shout out' session to acknowledge learner and staff accomplishments.

Tier 2 supports are for learners who require more support than Tier 1 offers to fully access the college curriculum, community programmes, and employment experiences. In Tier 2 support, group interventions are employed to further support learning and behaviour. For example, a learner may benefit from group social skills building sessions lead by a teacher in **addition to Tier 1** general supports to improve appropriate social interactions.

Tier 3 supports are **provided in addition to Tier 2 & Tier 1** support for learners with significant support needs. Tier 3 interventions are delivered individually and directly between one learner and one (or more) staff. A learner may receive individualised and intensive interventions from a Speech Language Therapist to increased communication skills focussed on social interactions (**Tier 3**), for

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example. This learner would continue social skills group work (**Tier 2**) and receive general supports, such as acknowledgement of individual progress in college 'shout outs' (**Tier 1**).

Who is responsible for development, implementation, and review of the BSP.

Tier 1 supports are provided throughout the College environment for all learners by all staff. Reinforcing appropriate learner behaviours, recognising personal growth in learners, and modelling expectations is encouraged of all staff.

Every learner that is accessing **Tier 3** levels of support and some pupils who are accessing **Tier 2** levels of support have a Behaviour Support Plan (BSP) that operationally defines the target behaviour(s), provides details of how to monitor the occurrence of the behaviour, and gives detailed descriptions of the procedures used to decrease the challenging behaviour and increase the appropriate functionally equivalent alternative replacement behaviours.

Behaviour Support Plans are written by the learner (where possible), behaviour analysts, allied health professional (if involved) and class team supporting the learner. These are reviewed every six-months and as necessary, i.e. as interventions are changed, added or removed.

To ensure that positive behaviour support plans are accessible to our learners, and those supporting them, one page profiles are written with the learners that outline the key information in the Behaviour Support Plan as a 1-page visual summary, but is much more accessible and is easily transferable between environments.

The Behaviour Analysts (BAs) are responsible for developing the Behaviour Support Plans. They will seek out information from the learners, the trans-disciplinary team around the learners (Allied Health Professional's, Qualified Teachers, Class Teacher, Learning & Behaviour Supports, and Senior Learning & Behaviour Support) and other people who are familiar with the learners and their behaviours that challenge as a part of the functional behaviour assessment process. The BA team will also seek out clinical advice and support from the Senior Positive Behaviour Analyst and Assistant Principal, where necessary.

Each BA will review and update (if necessary) every BSP on their caseload every six months. Every learner who requires a BSP should have targets towards decreasing their challenging behaviour levels/frequency/rate as outlined in their BSP. This should also include help criteria to inform when staff need to notify their BA that the BSP needs to be reviewed. This process will highlight when a BSP requires more than a six monthly review and the above mentioned steps will be repeated to identify where amendments to the BSP are required.

Staff training, including induction training for each establishment

All line managers in Ambitious College hold responsibility to ensure that staff supporting learners complete appropriate training, e.g. PBS Competency Framework, Person Centred Approaches, and individualised learner inductions (T1-3) for Learning and Behaviour Specialists (LaBS). The delivery of training can be supported by Senior LaBS (SLaBS) where appropriate

Details of data collected, reporting procedures and analysis/review process

The outcome of a PBS approach should be that the learner has an improved quality of life. This should be evident in many ways, such as in his or her relationships, levels of independence and in the choices available to him or her in work, leisure and community (including beyond college).

The One Page Profile, Functional Assessment, Behaviour Support Plan and Individual Learner Plans (ILP) document the PBS approach and prescribe consistent support strategies for staff to follow. This is created and reviewed in collaboration with the full TDT, with the Behaviour Analyst leading on Functional Assessment and Behaviour Support Plans.

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Range of support that will be provided, when, what and how.

Positive Behaviour Support (PBS) is a means of supporting an individual’s behaviour using proactive and positive strategies. The PBS approach in Ambitious College entails:

1. Person-Centred Supports: All learners in the college are supported using person-centred strategies informed by the learner. That is, college staff uses information about what works best for them, what’s important to them etc. incorporated into their college day and curriculum. In supporting learners in a way that is preferential to them and suited to efficiently meet their needs it is anticipated that the need to engage in behaviours that challenge is diminished. The features of a learner’s person-centred approaches will be documented in their One-Page Profile.
2. Functional Assessment: Where behaviours that challenge do occur, a Behaviour Analyst will complete a Functional Assessment to identify why this behaviour is occurring (what purpose does it serve?). Information is gathered pertaining to the definition or description of the behaviour, patterns in occurrence such as frequency, duration, time or location of occurrence, what happens before the behaviour in question and what happens afterwards. The Behaviour Analyst will gather details from the learner where possible, in observations, using questionnaires, and in discussion with those who know the learner well. The outcome of the Functional Assessment informs the following components of a Behaviour Support Plan.
3. Proactive Strategies: Minimising the likelihood of the behaviour occurring through proactive strategies. This encompasses environmental changes, person-centred timetables, consideration of the individuals’ health and wellbeing needs, and other measures relating to quality of life.
4. Skills Development: The learner is supported to learn ‘replacement skills’ that serve the same purpose as the behaviour that challenges. Therefore over time, the learner will be supported to engage in alternative behaviour patterns that should minimise the need for them to engage in the behaviour that challenges.
5. Reactive Strategies: The focus of a reactive strategy is to keep the learner and others safe if the behaviour does occur. This may be achieved through verbal feedback, environmental changes, redirection tactics, etc. If all non-physical reactive strategies have been proved ineffective a physical intervention may be required using Team Teach strategies (please see ‘Physical Interventions’, below and Positive Handling Policy for more information on Team Teach).

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Appendix 2: The Rise School

Audit, review, restrictiveness check & authorisation

At times, despite many proactive and preventative support strategies being in place for our pupils, there will be incidents of challenging behaviours. For those pupils who have engaged in incidents of challenging behaviour, they will have a Positive Behaviour Support Plan in place, which details the proactive and preventative support strategies in place as well as detailing the reactive strategies for staff to follow. These are generally implemented in the sequence of least to most intrusive reactive strategies, unless specific risk patterns have been identified.

Where less intrusive (i.e. non-physical) reactive strategies, such as de-escalation or distraction strategies, have been unsuccessful in redirecting the challenging behaviour, staff may need to use physical interventions in order to keep the pupil or others safe. This will require staff to use trained Team Teach interventions, as detailed in the individual pupil's Behaviour Support Plan and Risk Assessment for Challenging Behaviour. Physical intervention strategies will only ever be used as a last resort, when the pupil is putting themselves or others at risk. Staff will only intervene using Team Teach if they have received the Team Teach Training.

Staff at The Rise School will:

- follow the support strategies outlined within our SW-PBS framework and the agreed proactive and reactive strategies individual to each pupil
- conduct themselves in a calm and professional manner
- not unnecessarily draw attention to the challenging behaviour
- use preventative strategies based on person centred approaches and positive behaviour supports
- give pupils an opportunity to engage in calming techniques and avoid confrontational situations where possible
- communicate clear instructions to pupils, which are followed up as necessary
- review environmental factors, or other location of the pupil and adjusting the environment to meet the pupil's needs where possible
- where appropriate remove pupil from the immediate environment to reduce risk to their dignity and safety, and that of others
- The Rise School does not restrain pupils in ground holds or in prone face down position, if staff see this practice, they should immediately report this to the Headteacher.
-

Criteria for Tier 2 and 3 support levels, how this will be developed (including stakeholder and student participation) and what details this will include:

School-Wide Positive Behaviour Support has been embedded at The Rise for several years. Below is the framework of support offer to pupils at The Rise. Tier 1 is available to all pupils all the time across all staff and environments. It is a collection of preventative, proactive strategies that focuses on building rapport and trust between pupils and staff so that pupils can learn from the teaching and learning opportunities presented at The Rise.

Tier 2 levels of support are for pupils for whom a short-term intervention is required to further support their learning or behaviour, for example, they may benefit from additional support in Maths or English from an intervention Teaching and Learning Assistant (TLA) or require 1:1 Mental Health First Aid support sessions following a family bereavement or need 1:1 Mentoring support to increase their self-esteem.

Tier 3 levels of support are for pupils with significant support needs, who require individualised and intensive interventions, often requiring full-time 1:1 support to enable them to access teaching and learning opportunities.

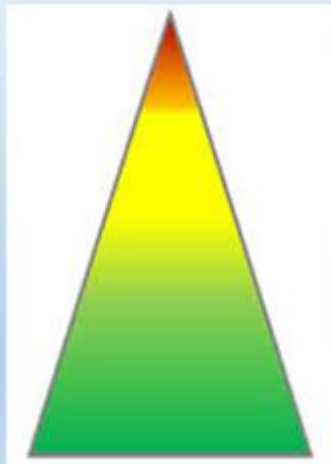
Core behaviour values have been chosen by the pupils, they are currently "*Be Kind, Be Resilient, Be Proud*". These values are reinforced by all staff in all environments and are embedded throughout all teaching and learning opportunities at The Rise.

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SW-PBS - Multi-tiered framework of support at The Rise

Tier 3 – FOR SOME PUPILS:
Individualised rewards, 1:1 support for teaching and learning or behaviour

Tier 2 – FOR SOME PUPILS:
Targeted social skills' groups; SaLT/OT input; 1:1 or small group intervention TLA support; Girls' group; any individualised targeted short-term intervention needed; 1:1 Mentoring; 1:1 MHFA support; CAMHS; Social care



Tier 1 - FOR EVERY PUPIL:
Rewards, Coping strategies taught (e.g. Taking a break, Asking for help); Mindfulness 3 times per day; Core values of Kindness, Pride and Resilience taught and reinforced; Social Skills' teaching embedded throughout curriculum; ASD-specific and visual strategies used consistently; Reinforcement strategies; Behaviour Ladder provides consistent consequences; Evidence-based teaching strategies used; Restorative Practice; general MHFA support; 11-year all through curriculum; Social Curriculum delivered over 4 lessons per week covering: Weaving Wellbeing curriculum (positive mental health programme to enhance wellbeing); Yoga; PSHE /Citizenship curriculum

Who is responsible for implementation of the BSP and the review process

Every pupil that is accessing Tier 3 levels of support and some pupils who are accessing Tier 2 levels of support have a positive behaviour support plan that operationally defines the target behaviour(s), provides details of how to monitor the occurrence of the behaviour, and gives detailed descriptions of the procedures used to decrease the challenging behaviour and increase the appropriate alternative replacement behaviours. All key staff working with the pupil and the parents sign the positive behaviour support plan once it has been agreed.

Positive Behaviour Support Plans are written by the pupil, behaviour team, allied health professional (if involved) and class team supporting the pupil, agreed and signed by the pupil and parents. These are reviewed as necessary, i.e. as interventions are changed, added or removed as appropriate and necessary.

To ensure that positive behaviour support plans are accessible to our pupils, self-management plans are written with the pupil that outline the key information as the Positive Behaviour Support Plan as a 1-page visual summary, but is much more accessible and is easily transferable between environments.

Staff training, including induction training for staff at The Rise

As part of our commitment to ensuring all staff have excellent knowledge of Autism, they all receive Level 2 of the AET training as a minimum. The CPD pathways for staff at The Rise enables all staff to access development of knowledge and skills within Autism, PBS, Mental Health and Wellbeing strands, which will run alongside two other strands: developing Leadership, and Teaching, Learning and Assessment. The AET and PBS competency frameworks help to set the direction and focus of all CPD in relation to Autism and PBS knowledge for staff.

All new staff have induction training which includes an introduction to PBS but does not include Team Teach training. This training strategy is in line with the recommendations received by BILD in February 2018.

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Details of data collected, reporting procedures and analysis/review process

Data is collected daily for every occurrence of an incident of challenging behaviour. Detailed data on number of incidents, type of behaviour and frequency of physical intervention is reported to the PWE Governor committee on a termly basis.

Consequences and Exclusions

Purpose

Having consequences in place for behaviour that is challenging, is part of everyday life. Within The Rise, we are preparing pupils for an independent life beyond school and part of this, is ensuring that they have been taught alternative behaviours, so that they have alternatives to the behaviours that will have a negative impact on their quality of life or the quality of life of those around them.

As a first step, it is important to identify the possible function of the challenging behaviour before any attempts to eliminate or reduce it are made. It is only by identifying the function of the behaviour, that we can determine the socially appropriate skills that need to be taught in its place.

Guidelines

Teaching staff should:

- be calm and professional
- use reinforcement, proactive and preventative strategies (such as rewarding appropriate behaviours) in preference to consequences
- give pupils a chance to deescalate, and avoid confrontational situations
- give clear instructions, review physical and social environments such as classroom organization, in order to meet the pupil's individual needs
- follow the PBS framework and systems and any pre-determined positive behaviour support plans

It is accepted that from time to time, despite consistent implementation of the proactive and preventative strategies, situations may arise which result in a pupil presenting a danger to him/herself or others. In such cases it is essential that the safety of all pupils and staff is the primary concern. Therefore, crisis management strategies may be employed such as removing pupils from the classroom or the use of approved positive handling techniques. Restrictive physical intervention is only utilised when failing to do so is likely to result in an injury or significant damage to property (see Positive handling policy). All staff working with the pupils are trained in Team-Teach methods of positive handling. When incidents occur procedures are routinely reviewed and further training carried out when necessary.

Exclusions

Please refer to Appendix 4

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Appendix 3: TreeHouse School

Audit, review, restrictiveness check & authorisation

At TreeHouse School, our team of Team Teach Tutors, under the guidance and support of the Team Teach (TT) Co-Ordinator and Assistant Head (Head of Pupil Development, Behaviour, & Welfare), are responsible for the audit of our Positive Handling Plans (PHPs). A PHP is an assessment of the risks that a pupil may present to themselves or others and how we will work with the pupil to overcome these risks. This document is used to explain the planned and agreed strategies that will be used with a pupil. All staff are trained in this area and interventions are carefully supervised, monitored and reviewed at all levels of the school.

Audit & Review: The audit of all PHPs is overseen by the TT Co-Ordinator who keeps a log of each pupil that requires a PHP, when their most recent review has occurred and when their next review is required. The TT Co-Ordinator will notify the TT Tutors of those that are due for review and all TT Tutors will review the PHPs within their own caseload and support the Behaviour Analysts (BAs) who are not TT Tutors in reviewing their outstanding PHPs. Minimally, PHPs are reviewed on a yearly basis. For new pupils, and pupils who are presenting challenging behaviours more frequently, requiring more input from the TT Tutor team/BA team, they may be reviewed more frequently (e.g., monthly, termly, etc.).

Restrictiveness check & authorisation: At TreeHouse School we are committed to minimising the use of restrictive and aversive strategies to supporting behaviours that challenge. We collect data on all TT approved strategies as outlined in the PHPs. Data on basic strategies are collated by the Senior Teaching and Behaviour Specialists (TABS) and submitted to their BA and then the TT Co-Ordinator on a termly basis. All data on advanced TT strategies (e.g. ground holds) are collated and given to the BA and TT Co-Ordinator for immediate review and analysis.

Staff at TreeHouse School will:

- follow the support strategies outlined within our SW-PBS framework and the agreed proactive and reactive strategies individual to each pupil
- conduct themselves in a calm and professional manner
- not unnecessarily draw attention to the challenging behaviour
- use preventative strategies based on person centred approaches and positive behaviour supports
- give pupils an opportunity to engage in calming techniques and avoid confrontational situations where possible
- communicate clear instructions to pupils, which are followed up as necessary
- review environmental factors, or other location of the pupil and adjusting the environment to meet the pupil's needs where possible
- where appropriate remove pupil from the immediate environment to reduce risk to their dignity and safety, and that of others
- TreeHouse School does not restrain pupils in ground holds or in prone face down position, if staff see this practice, they should immediately report this to the Headteacher.

Criteria for the Tier 2 and 3 support levels, how this will be developed (including stakeholder and student participation) and what details this will include

The criteria for the Tier 2 and 3 support levels is currently being identified in the 2018-19 academic school year, ready for implementation for the 2019-20 school year. Steps taken to define these criteria include; expansion of the SW-PBS working party, training for at least 10 PBS coaches school wide, and holding workshops and trainings for middle leaders throughout the year to include stakeholder participation, and identifying ways to incorporate other stakeholder (e.g., parents) and student participation in the process. We will also be seeking advice and support from external

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experts to ensure that the process is in line with the evidence-based research on developing, implementing and embedding a SW-PBS approach into our school.

Who is responsible for implementation of the BSP and the review process

The BA team is responsible for developing the BSPs school-wide. They will seek out information from the pupils, the trans-disciplinary team around the pupil (Allied Health Professional's, Qualified Teachers, Class Leads, Senior TABS, TABS) and other people who are familiar with the pupil and their behaviours that challenge as a part of the functional behaviour assessment process. The BA team will also seek out clinical advice and support from the Senior Behaviour Analyst (SBA) and Assistant Head, where necessary. Once a new BSP has been finalised the SBA will have final approval before it is shared with parents and staff. Once approved by parents, it is shared with all staff working with the pupil in the form of emails, paper copies to their acquisition folders and transition folders, meetings and trainings (overlaps, role play, etc.). Training will be bespoke depending on the complexity of the BSP, and the experience and breadth of the team supporting the pupil.

At least once per year, each BA will review and update (if necessary) every BSP on their caseload. Every pupil who requires a BSP should have targets towards decreasing their challenging behaviour levels/frequency/rate as outlined on their BSP and annual review document. This should also include help criteria to inform when staff need to notify their BA that the BSP needs to be reviewed. This process will highlight when a BSP requires more than a yearly review and the above mentioned steps will be repeated to identify where amendments to the BSP are required.

Staff training, including induction training for each establishment

All staff are trained on School Wide Positive Behaviour Support (SW-PBS) and strategies that are outlined in the PBS Competence Framework. This training is done formally for those who have the least experience (Trainee TABS, and TABS in development) where there is bi-weekly topic specific training, alternating with a practicum, all guided by the PBS Competence Framework. In-class training is provided by the Supervisor Trainers, BA team, and other school-based staff. This also includes training on data collection for acquisition skills, behaviours that challenge and the use of restrictive physical intervention (RPI) data.

Staff on the trainee TABS programme also have termly lesson observations and feedback sessions, as well as be expected to populate across the course of their trainee programme a portfolio that reinforces their practice through reflection and evidence collection.

Each month we have allocated (where necessary) a week long induction training that includes the following:

- Autism Education Training (AET) Level 1
- Basic safeguarding guidance, including Keeping Children Safe in Education & internet safety
- Incident/accident and basic keeping people safe training
- SW-PBS
- Introduction to Education Health and Care Plans (EHCPs), Individual Education Plan (IEPs) and ILPs (including key worker responsibilities)
- Introduction to Literacy, Numeracy and Personal, Social and Health Education (PHSE)
- Introduction to AHP service
- Observations in class and daily de-briefs with our Head of Learning Development
- Team teach training (where possible, included in induction training, if not will occur at least once per term).

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We have a schedule of Monday evening trainings where SW-PBS training and workshops are included on at least a termly basis for middle leaders across the school. Additionally we have allocated training slots for SW-PBS within our inset training days throughout the school year.

Details of data collected, reporting procedures and analysis/review process

It is the responsibility of all staff to collect data on the pupils they work with. Data are collected on all behaviours that challenge as outlined in the pupils BSP. Criteria on reporting and analysing the data will be bespoke for each pupil, as outlined in their BSP. Data are also collected on the use of basic and advanced TT strategies (i.e., RPI) used by all staff. It is the responsibility of the staff who employed these strategies to record the data. All RPI are collated by the Senior TABS for each class and submitted to the BA for review at the end of each term. The BA will review the data and submit to the TT Co-Ordinator for review before archiving.

Currently the TT Co-Ordinator only analyses the total frequency and duration of advanced TT strategies used per term, which is reported to the Assistant Head on a termly basis who in turn reports to the Board of Governors on a yearly basis. The Assistant Head and TT Co-Ordinator are currently working on developing a system to measure the frequency of basic strategies to ensure that we are working towards minimising the use of all restrictive practice, in line with BILD recommendations.

Details of the range of support that will be provided, when, what and how.

De-briefs are conducted on an as-needed basis. All datasheets used to record the use of Advance Team Teach (ATT) strategies include a section for identifying if de-brief has occurred. This de-brief usually occurs on the same day after school with all staff involved, led by the BA, SBA, and/or TT Tutor involved in the incident. At times, depending on the severity of the incident, follow-up debriefs will be conducted with the BA or SBA involved in the incident and at least one member of School Leadership Team. We are currently working on developing a more robust system of de-briefs to ensure that there are multiple avenues for staff to be supported through difficult situations.

Exclusions

Please refer to Appendix 4

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Appendix 4: Exclusions

Introduction

At Ambitious About Autism (AaA) / Ambitious About Autism Schools Trust (AaAST) we believe that children best learn, thrive and achieve in a positive, ambitious yet nurturing environment where all members of our school community – be they adults or children - feel safe and supported in their day to day participation in school life.

Our designation as a special school for children with Autism means that decisions by the Local Authority to place a child or young person at Ambitious schools may occur following a breakdown in the child's previous setting and sometimes as a result of exclusion e.g. the Local Authority has exhausted all within-borough education provision for the child or young person and seeks to secure specialist, out-of-borough placement. As such some children and their families have experience of exclusions before they reach the Rise or TreeHouse School.

The Department for Education guidance explains that pupils with special educational needs (SEN) and looked after children are especially vulnerable to the impacts of exclusions. It advised that Head teachers should, as far as possible, avoid permanently excluding these pupils.

It is therefore all the more important that children and young people and their families are aware that although the Head teacher retains the power to authorise fixed-term and permanent exclusions, the decision to exclude, whether for a fixed term period or permanent is a very serious consideration and in normal circumstances will only be used as a last resort when a range of other strategies has been exhausted. Only the Head teacher or, in his/her absence, a member of the school senior leadership team acting with the authority of the Head teacher can exclude a pupil.

Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

Policy summary

All children have a right to education. A decision to exclude a pupil on a fixed term or permanent basis will only be considered in exceptional circumstances and only when all alternatives to exclusion have been implemented and exhausted.

A decision to exclude a pupil for a fixed-term might be considered as the last resort when:

- Serious and repeated incidents have taken place
- Allowing the pupil to remain in school would seriously harm the education or welfare of other pupils
- A 'cooling off' period is considered essential for the pupil and/or time over and above what can reasonably be expected within the normal responsibilities of teaching or facilities staff is required in order to reorganise rooms, repair and make safe property damage, adjust teaching arrangements or to prepare new materials

A decision to exclude a pupil permanently would only be considered in very rare and exceptional circumstances and only when all alternatives to exclusion have been implemented and exhausted.

These might be:

- In response to serious or persistent breaches of the school's behaviour policy and;
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The decision to permanently exclude is an acknowledgement by the school that it has exhausted all available strategies for supporting the pupil.

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Head teacher

Guidance on exclusions can be found in:

The Department for Education (DfE) withdrew the January 2015 version of the statutory exclusions guidance. Until updated guidance is published, [the 2012 guidance](#) 'Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion' applies and is referenced throughout this policy. The 2012 guidance replaced 'Improving behaviour and attendance: guidance on exclusion for schools and Pupil Referral Units (September 2008) for schools in England.'

The principle legislation to which the Department for Education 2012 guidance relates is:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

Other information and guidance regarding consultation regarding revised guidance can be found on the DfE website: Non-statutory advice for head teachers of maintained schools on the place of multi-agency assessments within a school's behaviour policy is provided by, 'Behaviour and Discipline in Schools – A Guide for Head teachers and School Staff (2012).

To avoid the need for exclusion the school initiates three stages of support and recording prior to any fixed-term or permanent exclusion. The only exception being when the impact of one incident is so severe that an immediate decision to exclude on a fixed-term basis is required in order to avoid serious harm to the education and welfare of the pupil or others in the school.

Stage One:

Staff working with the pupil observe (or feel) that there may be an escalation of behaviour that, without further targeted intervention, might lead to circumstances where a fixed term or permanent exclusion may be the only action available.

Reporting and responding to Stage One concerns:

- Internal reporting of the incident(s) by the class team to the Leadership Team members of the school using incident/accident software, alerting to Pink Book² entries and communicating in person. A follow up email may be sent. It should be noted that email alone is not considered sufficient communication with the Leadership Team when a Stage One concern is being raised
- Staff use the Incident/Accident software to report what management action is taken in response to the incident. Reviews software to identify trends or patterns to the incidents. This may include reasonable adjustments such as changes to the behaviour plan, additional staff training, a review of the pupil's curriculum and programmes or adaptations to the environment
- Parents are informed of the actual incident(s) via the home-school book or their preferred method of receiving information from school
- Key staff (Teachers, Senior Behaviour Analyst) alert Senior Leadership Team (specifically a member of Senior Leadership) that a Stage One concern has been raised. Advice is sought from the Head of Learning Support or Behaviour Analysts to develop alternative behaviour support strategies
- Key staff ensures the Assistant Head is informed and involved in planning support for the pupil
- Support offered to both monitor and develop strategies to overcome the issues. The pupil's Behaviour Support Plan is revised if appropriate.

² The Pink Book is a 'bound' book within the school and is a record of serious physical injuries and unplanned interventions.

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Parents are notified by the Head of Learning Support of the actions being taken and the timeframe within which improvements are expected to be observed. Parents are advised that these are being implemented as an alternative to exclusion. Where there is concern as a result of persistent or repeated incidents of a similar nature, it should not be a surprise to parents that the school is implementing alternative to exclusion.

Stage Two:

Reporting and responding to Stage Two concerns:

- An internal discussion involving the School Senior Leadership Team is held to explore further strategies (e.g. whether to agree a fixed-term intervention of an increased staff ratio, or a fixed-term intervention of a pupil receiving individual teaching in a separate space).
- Parents are contacted in person and subsequently in a letter written by the Head teacher informing them that the behaviours that challenge are continuing and that the strategies being implemented are not having the desired effect. Parents are advised that should further strategies fail to have a positive effect, a 'Case Conference' will be held in school to discuss the matter.

Stage Three:

- Staff working with the pupil observe (or feel) that the escalation of behaviour support and internal strategies implemented thus far have failed to positively affect the behaviour within the time period agreed at Stage Two and that without further targeted intervention, might lead to circumstances where a fixed term or permanent exclusion may be the only action available
- A 'Case Conference' is called by the Head teacher. The Case Conference should involve the parents, staff working with the pupil as appropriate and the Head teacher. A letter is sent to the Local Authority (LA) informing them of the Case Conference and the details of the issue and inviting them to attend should they wish to.
- The key objective of the Case Conference is to determine whether it might be possible to change the behaviour of concern or whether a fixed-term exclusion would be appropriate.

An exclusion may not be given at Stage Three whilst waiting for a Case Conference to be organised.

Head teacher Unlawful exclusions

It is unlawful to exclude a pupil or increase the severity of an exclusion for non-disciplinary reasons such as:

- The pupil having additional needs or a disability that the school feels unable to meet
- Academic ability or attainment
- The pupil failing to meet specific conditions before he or she is reinstated following a fixed-term
- The actions of the child's parents (Paragraph 12, DfE guidance 2012)

When deciding whether to exclude a pupil, the Head teacher must consider the school's responsibilities under the Equality Act 2010. Schools must not discriminate against, harass or victimise pupils because of their sex, race, disability, religion or belief or sexual orientation; because of pregnancy/maternity; or because of gender reassignment. The Head teacher must ensure that all school policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion.

'Informal' or 'unofficial' exclusions such as sending a pupil home to 'cool off' or reducing the length of a child's day in school are unlawful whether or not they occur with the agreement of the parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded (Paragraph 12, DfE guidance 2012)

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Fixed term exclusion

A decision to exclude a pupil for a fixed term will only be considered in exceptional circumstances. These might be where:

- serious and repeated incidents have taken place
- allowing the pupil to remain in school would seriously harm the education or welfare of other pupils
- a 'cooling off' period is considered to be essential for a pupil or pupils and/or time is needed to reorganise the classroom, teaching arrangements or prepare new materials, in the context of adapting the school environment in order to continue to meet the pupil's needs and where the necessary time to do this is over and above what can be carried out within the normal expectation on teaching staff.

Before any decision to exclude for a fixed term is reached the Head teacher will consider all the relevant facts in the context of the school's policies for behaviour, safeguarding and child protection of children and vulnerable adults and equal opportunities and consult with colleagues. A fixed-term exclusion will not take place without prior discussion with parents about the issues that have led to considering the exclusion and the implementation of the 3 Stage process outlined above.

The length of the exclusion must be fixed for a precise period of time, and reasons for the exclusion given in a letter within one school day. Usually the parent/carer will be informed by telephone on the day of the exclusion by the Head teacher. The parent has a right to make representations to the school's governing body, and the letter should set out how to do this and who to contact in order to do this.

The maximum amount of time for which a child can be excluded is 45 days in any single school year. It is also possible to exclude a child for lunch times only. Each day of lunchtime exclusion counts as a half day exclusion.

The school will take reasonable steps to set and mark work for a pupil during the first five school days of an exclusion, during which time parents can be expected to provide supervision for their child. However there are obvious benefits in arranging alternative provision to begin as soon as possible after an exclusion.

For a fixed-period exclusion of more than five school days, the governing body must arrange suitable full-time education for any pupil of compulsory school age. This must begin no later than the sixth day of the exclusion.

Permanent exclusion

A decision to permanently exclude a pupil would only be considered in very rare and exceptional circumstances and only when the three stage process has been completed and exhausted. These might be

- in response to serious breach, or persistent breaches of the school's behaviour policy **and**;
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school (Paragraph 15, DfE 2012)

Before any decision to permanently exclude is reached, the Head teacher will take account of any contributing factors that are identified after a serious incident of behaviour that challenges has occurred. These might include where a pupil has suffered a bereavement, has been subject to bullying or where their needs beyond school have been identified as not being met.

Behaviour that challenges can be an indication of unmet needs. Where the school has concerns about a pupil's behaviour it will try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation the school will give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.

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The Head teacher will consider all the relevant facts in the context of the school's policies for behaviour, child protection and equal opportunities and consult with colleagues. It is highly unlikely that any permanent exclusion will take place without a history of discussion with the child's parents and LA. The decision to permanently exclude is an acknowledgement by the school that it has exhausted all available strategies for supporting a pupil.

For permanent exclusions, the LA must arrange suitable full-time education for the pupil. This must begin no later than the sixth day of the exclusion.

Where a permanently excluded pupil has an EHC Plan, the LA must ensure that an appropriate full-time placement is identified in consultation with parents. Parents retain their right to express a preference for a school should they wish their child to attend, or may make representations for a placement in any other school. The DfE guidance clarifies that the placement does not have to be full-time if the pupil's EHC plan indicates that the maximum number of hours' education per week should be less (paragraph 42 and 43 of DfE guidance, 2012).

Management of a permanent or fixed period exclusion

(a) Notification

Except in very rare circumstances a permanent exclusion will be planned. Parent and LA representatives will be informed well in advance through their involvement in meetings to discuss prior steps and any on-going management issues. Any exclusion must be treated in the strictest confidence.

If permanent or fixed term exclusion is considered necessary the Head teacher must inform the pupil's parents and the LA immediately, ideally by telephone followed up by a letter explaining the circumstances. When the parent must be notified in writing depends on when the pupil is excluded.

- Where the pupil is excluded at the end of the afternoon session and the exclusion takes effect from the next school day, notice must be given before the start of that day;
- Where the pupil is excluded in the morning session and the exclusion takes effect from that afternoon, notice must be given before the start of the afternoon;
- Where the pupil is excluded in the afternoon session and the exclusion takes effect that afternoon, the notice must be given by the end of the afternoon session.

Notices must be in writing and must state:

- for a fixed period exclusion, the precise period of the exclusion;
- for a permanent exclusion, the fact that it is a permanent exclusion;
- the reasons for the exclusion;
- the date of the commencement and ending (if fixed term);
- the parents' right to make representations about the exclusion to the governing body and to see any reports describing events leading up to the exclusion;
- the person the parent should make contact with if they wish to make representations about the exclusion (this will normally be a trustee or member of the governing body who will become the Chairman or Clerk of the committee established to consider the representation);
- the arrangements for the pupil to continue his/her education during the first five school days of the exclusion;
- the name and telephone number of an LA officer the parent may contact for further advice;
- Within one school day the Head teacher must inform the chair of the governing body, the LA and notify at least one other governing body member/trustee (who will then become the chairman/clerk of the committee established to consider any representation that may be made about the exclusion) of :
 - permanent exclusions;
 - exclusions which would result in the pupil being excluded for more than five days (or more than 10 lunchtimes) in any one term; and

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- exclusions which would result in the pupil missing a public examination.

(b) Representations

If the parent or LA wish to make representation about a pupil exclusion they will inform the governing body member selected to be the chairman/clerk of the committee set up to review the pupil's exclusion.

The Head teacher will provide an exclusion report for the committee chairman/clerk. This will include:

- the pupil's name, age, gender and ethnicity;
- the length of the exclusion;
- the reason for the exclusion and any associated reports;
- whether or not the pupil is in public care;
- for fixed period exclusions of pupils of compulsory school age, where the exclusion is for more than five school days, what alternative provision has been put in place for the pupil.

The committee chairman/clerk will make contact with at least two other governing body members (including at least one trustee) to form a committee to consider the parents'/LA's representation at a meeting within four weeks of receipt of the representation(s).

The committee chairman/clerk will determine the date the committee will meet and ask the parent/LA to provide any written statements one week in advance of the meeting. Parents will be informed that they may be accompanied by a friend or advocate if they wish.

The committee Chairman/Clerk will circulate the head teacher's report and any written statements prior to the meeting.

(c) Meeting to consider a LA or parent representation about an exclusion

The meeting will be convened by the Chairman/Clerk within the agreed time limits or as soon as possible thereafter by mutual agreement. Where reinstatement is a practical option, the committee will consider the information presented and decide whether the Head teacher should be directed to reinstate the pupil or not. This decision will be given to all involved within twenty four hours. If the decision is for reinstatement the Head teacher will be required to make the necessary reintegration arrangements.

Further information for clerks and chairs is available at:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076521/independent-appeal-panels>

If the decision of the committee is to uphold the exclusion then the parents/LA will be told of their right to appeal to an independent panel and be given the name of the Chairman of this panel. In such circumstances DfE guidance will be followed with regard to establishment of such an appeal committee and future action.

Where reinstatement is not a practical option (e.g. the pupil has already been reinstated or the parents wish for an alternative placement) the committee will consider the information presented and decide whether or not a note of the committee meeting and the views presented should be placed on the pupil's file.

Where parents (or excluded pupil, if aged 18 or over) dispute the decision of the governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

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An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.

(d) Length of fixed period exclusion

There is no legal requirement for the Head teacher to inform the governing body or trustees of short fixed period exclusions (i.e. those of up to and including 5 school days in total in any one term). The law requires the Head teacher to report short fixed period exclusions once a term to the governing body. However TreeHouse views it as good practice to inform the chair of the governing body and the chief executive immediately of any intention to exclude.

(e) Education of excluded pupils

The school recognises that in the event of an exclusion of any pupil an interruption in the education of that pupil will occur. In the event of an exclusion taking place, the school will work with the parents and the LA to support a continuity of education. The continuation of one to one support away from the school is not always practicable. In those circumstances, the school will seek to advise both parents and the LA on appropriate strategies that might be employed in other settings.

In some circumstances a managed move might be considered to another school, which must be able to meet the need of the pupil. The school would consult with the local authority (LA) before moving the pupil. Where a pupil has a statement of Special Educational Need or an Education Health and Care Plan, is looked after by the LA, or where there is other support from, for example, health or care services, those services must be actively involved in review/planning meetings prior to the managed move protocol.

(f) Preparation for reintegration to school

A plan will be drawn up to support a child's reintegration to school following any period of exclusion. All members of staff working with the pupil need to be informed of this by the Head teacher.

A programme of reintegration will be put in place following a fixed-term exclusion. This will be discussed with parents / carers at or prior to the reintegration meeting, which will be conducted by a member of the Senior Leadership Team on or before the pupil returns to school. Other key members of staff may be involved in this discussion. Reintegration programmes will be based on a functional analysis of the pupil's behaviour that challenges and may involve:

- Returning to school initially on a reduced timetable and gradually building up the time spent in school
- Teaching being delivered off-site by members of staff for a fixed period of time, reviewed at regular intervals agreed with the students and parents/ carers.
- Having one-to-one provision made on-site with gradual reintegration into class. This will usually be reviewed on a weekly basis.
- Placing the pupil on an individualised timetable. This will usually be reviewed on a weekly basis.

The aim is always to successfully reintegrate the child back into class full-time, as far as possible.

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Alternatives to exclusion

If the school feels that it can no longer manage the behaviour of a particular pupil, the school may ask the LA to identify another school to take over his or her education. This should only be done with the full knowledge and co-operation of all parties involved, including the parents and LA, and in circumstances where it is in the best interests of the pupil concerned. Parents should never be pressured into removing their child from the school under the threat of a permanent exclusion.

Ambitious about Autism/Ambitious about Autism Schools Trust does not use exclusion as a punishment, as we recognise that our pupils are not able to comprehend that the exclusion is a consequence of their actions.

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