Positive Behaviour Policy

Note: This policy should be read in conjunction with the safeguarding policy.

Ethos

ASD Stars seeks to promote and maintain a positive ethos for its attendees. This policy aims to define the safe, healthy, and calm environment in which attendees have the opportunity to learn without disruption from others' behaviour. It acknowledges that some attendees may require protection from their own behaviour.

As a summer club, all staff aim to foster constructive relationships with all attendees. We recognize that many attendees, due to their learning differences, may need ongoing support to develop and enjoy such relationships. We believe that many attendees who exhibit behaviour deemed 'inappropriate' may not yet have learned more effective and appropriate ways of communicating. Therefore, we seek to provide a positive teaching environment that enables all attendees to learn meaningful ways of expressing their needs.

The contribution and input from parents/carers are recognised as important at all stages of any attendee's experience at the club, especially in the area of behaviour.

The club also embeds in its philosophy the desire to recognize and celebrate all positive behaviours, such as through verbal praise, rewards, and public commendations.

We believe that some negative behaviour can arise when attendees' needs are not being met, such as boredom. We aim to provide a stimulating learning environment to address this.

All members of the ASD Stars are guided by this promoting positive behaviour policy, and are expected to respect its boundaries.

Positive Behaviour Strategies

To facilitate the learning of appropriate behaviour, school staff will utilize a variety of positive strategies. Several factors, such as the child's level of understanding, sensory difficulties, emotional development, and other factors, must be considered before formulating a behaviour plan. An assertive teaching style must be adopted, encompassing:

- Relationships with the child: Establishing supportive relationships that are respectful and predictable, while remaining objective and empathetic.
- Body language: Demonstrating respect for personal space, maintaining good eye contact, and employing open hands and body posture.
- Tone of voice: Communicating with clarity and calmness, utilising a range of tones where appropriate.
- Facial expression: Maintaining a calm facial expression.

- Language used: Providing clear expectations using key words (including signs, symbols, and gestures), and allowing time before repeating instructions. Ensuring consistency among all class staff in using the same script and being explicit about expectations, such as stating "put blocks in box" rather than "don't throw the blocks."

Behaviour Strategies

- Rewards: Implementing methods such as star charts, making deals, and structuring work/play using symbols.
- Boundaries: Establishing clear and consistent limits to behaviour.
- Providing the child with a means of requesting a break from the group or activity when they are overstimulated.
- Ignoring attention-seeking behaviours and offering ample positive reinforcement when the child is positively engaged in activities or interactions.
- Employing distraction techniques, such as singing or redirecting to another activity.

This list is not exhaustive.

Challenging Behaviours

The school defines behaviours that require additional support as those which:

- Place the individual or others in physical danger.
- Prevent participation in appropriate activities.
- Isolate the individual from their peers.
- Affect the learning and functioning of other pupils.
- Drastically reduce the individual's opportunities for involvement in ordinary community activities.

In employing strategies to address challenging behaviours, staff recognise that the primary aim must be to benefit the individuals involved. These strategies should not be solely utilised as classroom management techniques (e.g., removing a 'disruptive' pupil from an activity for extended periods solely to maintain order). Furthermore, staff will implement these strategies while acknowledging that certain actions are not permissible within the school:

- Shouting at pupils or using intimidation to force compliance, except in emergencies where immediate attention is necessary to protect safety.
- Locking a pupil in a room alone.
- Denying pupils access to drinks and meals available during the school day.
- Corporal punishment, including hitting, slapping, shaking, or any act involving the deliberate use of physical force to warn against or sanction unwanted behaviour (Education Act 1986).
- The rationale for using a 'time-out' chair must be clear and consistently applied by all staff.
- Bullying of pupils will not be tolerated.

Teaching and Learning Approach

The fundamental principle in supporting pupils is understanding each child and what assists them individually.

- Total Communication Approach Every child requires a means of communication to express their wants and needs throughout the day. Examples include Makaton, PECS (Picture Exchange Communication System), communication books, and objects of reference. Consistent use of communication systems throughout the day will enhance pupils' understanding of expectations and facilitate the expression of wants and needs, thereby reducing any frustrations they may experience. Modelling of Makaton, touch cues, objects of reference (OOR), clear gestures, and augmentative communication systems books must be consistently implemented by all adults throughout the day to aid pupils in understanding and anticipating events. Staff will be responsive to children's needs by attuning to their expressions and always assisting them in expressing themselves (sharing emotions) within a safe and nurturing environment.
- Clear Communication and Boundaries Staff must maintain clear and consistent boundaries to ensure that children understand what is expected of them. Language used by adults should label the desired behaviour, such as saying 'walk slowly' instead of 'don't run.' Emphasizing the behaviour you want to see, rather than focusing on what you don't want to see, is crucial.
- Interactive Teaching Approach Developing a meaningful shared relationship with the child will help them feel secure and trustful of the adults around them. The use of 'Intensive Interaction' provides more opportunities for positive interactions and is a successful tool in building trusting relationships with adults.

Parent Partnership

It is essential for the club to collaborate closely with parents in assisting the child to regulate their own behaviour. Parents/carers will be kept informed through daily phone calls and face-to-face interactions.

- In the event of serious behaviours such as physical aggression or bullying, the club will maintain regular contact with parents/carers to collaborate on mitigating any concerning behaviours.
- If a child displays signs of a crisis for 20 minutes and all positive strategies are ineffective, parents will be contacted to pick up their child. This measure is not a punishment but another strategy to prevent physical restraint, as physical restraint towards any child attending the club is prohibited. The child is welcome to re-join the club the following day.

This policy was established by: ASD Stars	Date: 20/10/2024
To be reviewed:1/09/2026	Signed:

Prepared in accordance with the Statutory Framework for the Early Years Foundation Stage (2017): Safeguarding and Welfare Requirements: Health [3.45-3.46]