



# BEHAVIOUR SUPPORT POLICY

Chatten Free School

Head of School:	Adam Dean
Approved by:	Head of School (LGB aware)
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## The vision and ethos behind behaviour support at Chatten

Chatten Free School (CFS) seeks to provide a fully individualised programme for each one of their pupils. These programmes take account of the individual pupil and their needs and at no point seek to apply a generalised rule or system to the whole student body.

This programme is based on the principles set out in our vision and value statement, and the ethical guidelines of the Behaviour Analyst Certification Board (BACB).

## The values of Chatten Free School

The values of Chatten free school are Happiness, independence and respect for all. In terms of Chatten Free School this means the following:

### *Happiness*

Any behaviour intervention put in place will be aimed at maximising both current and the future happiness of the individual.

### *Independence*

All behaviour interventions will be aimed at being the lowest possible level of restrictiveness and intrusiveness. All interventions put in place should have a goal of gradually fading out to a point where the needs originally met by the behaviour can now be met via a new functional skill or where a pupil is able to self-manage.

### *Respect*

Behaviour interventions will be developed which respect the individual rights of the pupil, family and the staff members expected to be involved in these interventions. At all times it is vital that as a school we respect that the behaviour of our pupils is serving a function for that pupil at the current time and we should only seek to reduce a behaviour whilst teaching an equally functional and pro-social skill at the same time.

At Chatten our general approach to behaviour is to seek to understand and support for the benefit of the child and the child's future happiness.



## What is behaviour?

At Chatten we subscribe to the definition proposed by behaviour analysis that behaviour is anything which a person does. This definition includes things that a person does but cannot be observed such as thought and emotion which we refer to as 'private behaviours'. We deal primarily with observable behaviours but take account of private behaviours when developing interventions and support strategies.

## The terminology of behaviour at Chatten

The following is a list of terminology used at Chatten Free School in reference to behaviour. We include this list as it may differ from the terminology used in other systems of behaviour support. We hope that this list will help reduce misinterpretation.

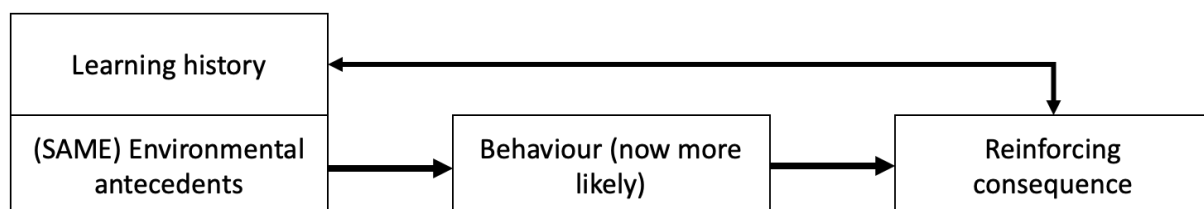
- **Behaviour** – something a person does.
- **Private behaviour** – something a person does which is unobservable by anyone other than the person.
- **Antecedent** – anything that comes before a behaviour.
- **Consequence** – anything that happens after a behaviour.
- **Reinforcement** – something that happens after a behaviour which increases the likelihood of that behaviour happening again.
- **Punishment** – something which happens after a behaviour which reduces the likelihood of that behaviour happening again.
- **Positive (reinforcement or punishment)** – something which is added after a behaviour.
- **Negative (reinforcement or punishment)** – something which is removed after a behaviour.
- **Appetitive stimulus** – Something pleasant (may not work as a reinforcer)
- **Aversive stimulus** – Something unpleasant (may not work as a punishment)
- **Functional behaviour** – a behaviour which is functional – in that it achieves the result the individual seeks
- **Dangerous behaviour** – Behaviour which regardless of its function in some way threatens the physical (or at times emotional) safety of the individual, those around them or property.
- **Pro-social behaviour** – Behaviour which is not dangerous and which encourages positive interactions with the environment and which achieves a given function.

- **External environment** – everything around the individual who is behaving. This includes other people.
- **Internal environment** - Everything that goes on inside an individual including thoughts, feelings, health conditions, pain, mental health conditions, personal history, trauma and neurological conditions.
- **Environment** – A combination of the external and internal environment.
- **Behaviour support plan** – A plan which clearly outlines procedures for proactively reducing dangerous behaviours including
- **Programmes of learning** – A plan which outlines all the prosocial behaviours currently being taught and how to effectively respond to them
- **Physical support**
- **Restrictive physical intervention**

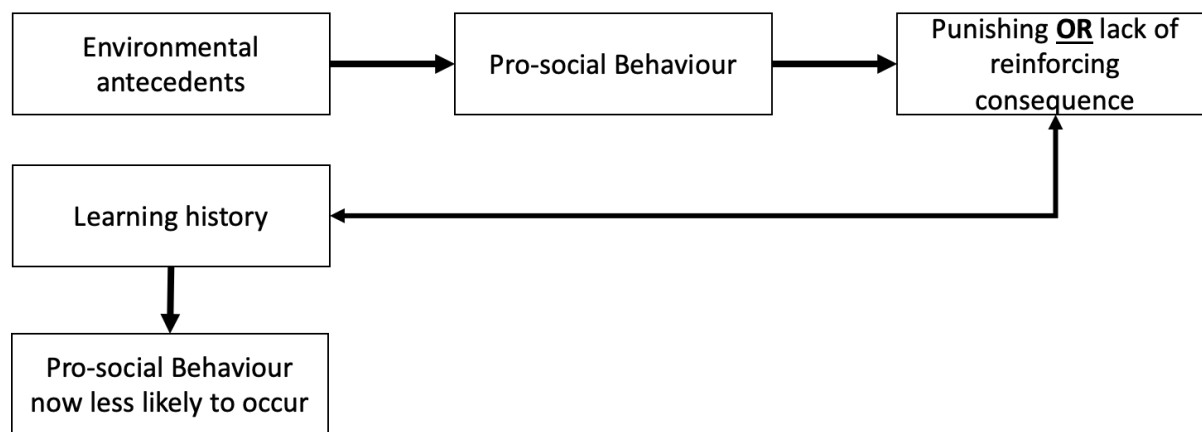
## An environmental view of behaviour

At Chatten behaviour is something that a person does. We believe that the reasons for a person's behaviour can be attributed the environment (internal and external) and how the environment responds to the persons behaviour. In this section of the policy, we attempt to explain this approach so that you may better understand our approach to behaviour support.

The graphic below may support in understanding an environment influenced approach to behaviour. In this example an individual is presented with a certain set of environmental antecedents, the individual behaves in a certain way and a consequence then occurs which in this circumstance is reinforcing. Going forward because the behaviour resulted in the reinforcing consequence on a previous occasion a new learning history now exists which makes the behaviour more likely to occur.



In the below example a desirable or pro-social behaviour occurred but this was met with a punishing consequence or a lack of a reinforcing consequence and as a result the behaviour is now less likely to occur in the future.



## Example

Let's look at a specific example in the context of a pupil.

**ENVIRONMENT** - David is a severely autistic 12-year-old boy with no speech or functional communication, severe sensory processing difficulties and difficulties with anxiety. David is taken to the supermarket by a staff member. The supermarket is bright and noisy which increases David's anxiety. At the same time David needs to use the toilet which makes him feel uncomfortable and heightens his anxiety. All of these would be considered environmental antecedents.

**PRO-SOCIAL SKILLS** - David has no pro-social behaviours at his disposal with which to request his removal from this environment.

**BEHAVIOUR**- David turns and seemingly out of nowhere strikes the staff member in the face.

**CONSEQUENCE** - David is quickly escorted out of the supermarket. David has been removed from the environment and his behaviour has been reinforced.

**NEW LEARNING HISTORY** - From David's point of view hitting the staff member was a functional behaviour that resulted in reinforcement and he is now more likely to do the same thing under similar circumstances.

Going forward there are three possible routes:

1. Continue doing the same thing as before which causes great stress to David and pain for staff
2. Do not take David to the supermarket and other similar environments which greatly restricts David's liberty and independence
3. Teach David a new pro-social functional behaviour.

Taking the example further; the school decide to teach David how to request removal from an environment using a simple MAKATON sign for 'finished'.

**ENVIRONMENT** - David takes a return trip to the supermarket with the same environmental antecedents as before.

**BEHAVIOUR** - Withing five minutes of arrival David uses his new MAKATON 'finished' sign to request leaving.

**CONSEQUENCE** - The staff member pats him on the arm and suggest they wait five more minutes. The prosocial behaviour is not reinforced.

**BEHAVIOUR** - David signs again

**CONSEQUENCE** - The staff members remind him 'five more minutes' The prosocial behaviour is not reinforced.

**BEHAVIOUR** - David strikes the staff member

**CONSEQUENCE** – David is removed from the environment. The Dangerous but functional behaviour The prosocial behaviour **IS** reinforced.

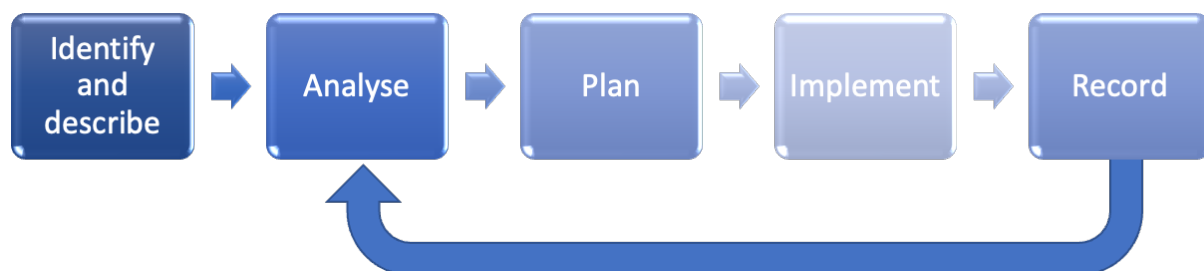
In this example David attempted the use of his prosocial skill but this was not reinforced, and he returned to his original functional method to escape the environment.

The environment (including the staff member) did not support the development of the positive behaviour and continued to reinforce the dangerous behaviour.

## Conclusions

Chatten looks at all behaviour as a result of the environment and of learning history. We seek to understand the antecedents that lead to a behaviour and what the function of that behaviour is. We then look to teach new skills and to actively reinforce those new skills in appropriate ways.

## How we support behaviour at Chatten School





The above gives a pictorial representation of how we support behaviour at Chatten School:

*Identify and describe* – first a behaviour is identified for support. It may be that this behaviour is a pro-social behaviour which is identified to develop further, or a dangerous behaviour identified for reduction. The behaviour in question is then described fully so that anyone reading that description will be able to identify the behaviour when it occurs.

*Analyse* – The next step in the process is analysis. At this stage data is taken to identify many elements of the behaviour. If the behaviour is a dangerous behaviour identified for reduction then the focus of this analysis is on finding what function the behaviour currently serves.

*Plan* – Following a detailed analysis a plan is drawn up which outlines how a behaviour will be supported. This may be in the form of a behaviour support plan (to reduce dangerous behaviours) or it may form part of a learning programme. In either case all elements of the plan will be described fully so that anyone reading that description will be able understand and follow it precisely.

*Implement* – Staff then implement the plan precisely as it is written down.

*Record* – according to the plan staff will record data using the Hi-Rasmus online assessment and recording system. This data is automatically graphed for analysis.

*Analyse* – the data is now analysed, and updates are made to the plan where appropriate.

## Analysing behaviour

Analysis of behaviour will differ from pupil to pupil and from behaviour to behaviour some. Recording of a behaviour may entail one or more of the following:

*Event recording* – A written record is kept of a specific behaviour which includes the antecedents, behaviour and the consequences. This will often be in an 'ABC' format and may occasionally take the form of tick-boxes against well-established behaviours and consequences. Event recording helps us start to understand when and why behaviours occur.

*Scatterplot* – Scatterplot usually involved the recording of the occurrence or non-occurrence of a behaviour across time intervals. However, on occasions a scatterplot may record the intensity of a behaviour at a certain time and may record that behaviour against something other than time – for example locations or staff





members. Scatterplot is a good tool to help us understand correlations between behaviour and certain other events or changes in the environment.

*Survey and questionnaires* – On occasion we may use a survey or a questionnaire to obtain information on behaviour from key people or from the pupil themselves.

*Rate and Duration* – We may take data on how often a behaviour occurs or for how long it occurs (possibly in conjunction with other tools outlined above)

*Additional information* – We take account of other information and reports from professionals and families. For example, reports from medical professionals, OT or SALT.

The purpose of data collection and analysis is to help us identify:

1. The function of a behaviour
2. How to support that behaviour
3. The effectiveness of an intervention

## Antecedent interventions and restrictions for safety

Antecedent interventions are interventions which are put in place to reduce the chance that a behaviour will occur or to fully preclude the opportunity for a behaviour to occur. At Chatten school such interventions come under two primary categories.

### Antecedent interventions

An antecedent intervention takes account of factors which may make a behaviour more likely to occur. They can be used to encourage pro-social behaviour or to reduce dangerous behaviour. If we refer back to the fictional pupil in section (???) we can see how such an intervention might work.

It is identified in the example that David has severe sensory processing difficulties and anxiety around the supermarket. Examples of antecedent interventions which might help include:

- Sensory support to calm David before he enters the environment
- The use of ear defenders to reduce anxiety around loud noises
- Anxiety medication to reduce the anxiety itself
- Wearing sunglasses to reduce the sensory input of the bright lights
- Reducing the amount of time spent in the supermarket so that David does not get to a point where his anxiety grows to a level where he may hit out in order to escape.



The use of such interventions reduce an element of David's internal environment which may lead to him displaying the hitting behaviour mentioned earlier.

An antecedent intervention does not pro-actively teach a new skills but it may reduce a dangerous behaviour and make it easier to teach a pro-social behaviour.

## Safety restrictions

A safety restriction is simply something put in place which eliminates all opportunity for a behaviour to occur. At Chatten these may be put in place where a pupil's behaviour is so dangerous that a restriction is necessary or where a respite is needed from the situation so that an effective strategy can be put in place.

In the David's situation a safety restriction might be to prevent David from going to the supermarket entirely thus preventing him from accessing the environment that leads to the behaviour.

Such restrictions should (unless absolutely) necessary be a temporary measure while plans for a more proactive approach are developed.

## Reinforcement

Reinforcement is simply the introduction of a stimulus following a behaviour or the removal of a stimulus following a behaviour which increases the likelihood that a behaviour will occur again in the future.

At Chatten wherever possible reinforcement should be scenario appropriate. This means that the reinforcement should be that which would be naturally accessed by completing the activity. For example:

- Requesting an item = accessing the item
- Cooking some pasta = eating the pasta
- Setting the table = eating a meal
- Completing a task = social praise + completion of the task + moving onto the next activity
- Dressing = being clothed

There may be occasions where a pupil is not reinforced by the natural reinforcer linked to the activity. For example, many pupils are not reinforced by social praise or the pleasure of completing a task. In such situations more contrived or extraneous reinforcement may be appropriate. Where this is the case every effort should be made to ensure that this reinforcement is faded at a rate which is appropriate to the pupil and which will not discourage the newly acquired pro-social behaviour.



## Punishment and perceived punishment

This section addresses two topics punishment (as previously defined) and actions which some may perceive as punishment, but which is in fact not punishment.

### Perceived punishment

Punishment at Chatten Free School refers to the introduction or removal of a stimulus following a behaviour which reduces the likelihood that this behaviour will occur again. If a stimulus does not reduce the behaviour it is not in fact punishment. Examples of stimulus which some people may consider punishment include:

- Time out
- Removal of a preferred object
- Removal from a preferred activity
- Removal of a lunch or play break
- Verbal admonishment

While some people may consider these stimuli punishment, they may be wrong and at best the stimulus will have no effect and at worst the stimulus change may even increase a behaviour. For example, removal of a play break assumes that the pupil wants to access this break. If they actually dislike it then removal may increase the behaviour. A pupil may crave social attention or enjoy loud noises and therefore a verbal admonishment would be considered reinforcing.

### Actual punishment

While we accept that punishment (according to the previous definition) can work to reduce a behaviour we also believe that punishment is by far the most intrusive intervention and that on 99% of occasions reinforcement or antecedent interventions will be safer and more effective.

Punishment also has a tendency to cause emotional responses and may elicit new and novel dangerous behaviours.

For the reasons above we would like to make the following clear:

***The use of any punishment or perceived punishment procedure is strongly discouraged unless all other interventions have already been fully attempted and have failed according to clear data and evidence. Any punishment procedure must be discussed with the family of the pupil the department BCBA and a member of senior leadership team before implementation. This statement does not apply to removal from activities for safety purposes***



***(discussed previously) or to reactions to new and novel dangerous behaviours which are reasonable in order to keep pupils and staff safe from harm.***

## Behaviour programmes

All pupils at Chatten Free School will have at least one document in place aimed at supporting pro-social functional behaviours.

### Learning programmes

A learning programme is essentially the basis for the individual pupil's education at Chatten School. New skills are essentially a new pro-social functional behaviour (or set of behaviours). The learning programme will be found within the Hi-Rasmus system and will outline all the current skills in development and how they can be taught, how they should be supported.

Essentially the individual learning programme of a pupil forms the personalised version of a scripted pro-social behaviour approach which would usually be applied school wide.

Learning programmes will include a combination of some or all of the following elements related to individual skills.

1. A description of the skill being taught
2. How to teach the skill
3. How to record and report on the skill
4. Antecedent interventions to improve the likelihood of the skill occurring
5. Reinforcement strategies to improve the likelihood that the skill will occur again
6. Fading procedure to encourage the skills occurrence without extraneous support in the future

### Behaviour support plans (BSP)

Behaviour support plans will be in place for pupils who is display behaviours which may be considered dangerous. A BSP will include:

1. A detailed description of the behaviour to be addressed.
2. An explanation of when the behaviour is likely to occur/suspected triggers for the behaviour.
3. The recording and reporting procedures for that behaviour.
4. The systems in place to pro-actively reduce the behaviour.
5. The pro-social behaviour being taught to replace the dangerous behaviour.
6. Descriptions of antecedent, safety and reinforcement strategies.



7. Description of how to fade interventions so that pupils can self-manage.
8. A description of how to respond at different points within the behaviour.
9. An explanation of when and how to respond with restrictive physical interventions.
10. A description of when it might be said to have ended.
11. An explanation of how to 'repair and rebuild' after the behaviour has subsided.

## Encouraging independence

At Chatten our primary aim is independence or perhaps more clearly put a reduction in dependence. All interventions and teaching strategies at any level and for any person necessitate a level of dependence on the teacher and/or educational establishment and the same can be said for teaching pupils at Chatten.

Within this in mind to major considerations should form an element of planning for all pupils.

### The least invasive intervention possible

At all points staff should plan to use the least invasive intervention possible when supporting pupils. Some examples might include:

- Do not use a hand over hand when a gestural prompt is effective
- Avoid using verbal prompts (these are difficult to fade)
- Where possible ensure that reinforcement is a natural end to the task

### Fading interventions

When planning an intervention every care should be made to plan how that intervention can be faded out to the point where the pupil is no longer reliant and can either self-manage or engage in a pro-social behaviour independently. Some examples might include:

- A pupil reliant on a staff member engaging them in a sensory integration session now requests access to a sensory item or accesses it independently.
- A pupil reliant on physical prompts to set a table can now do so independently at lunch time.
- A pupil who previously required a visual timetable to support them to complete leisure activities can now choose and engage in an activity without a timetable.



For some pupils this may be a challenging final goal and we respect that many of our pupils will need ongoing support with some elements of their lives we believe in having high expectations for our pupils and planning for an independent future.

## Responding to new dangerous behaviours

There will be times when pupils display new dangerous behaviours or dangerous behaviours at a new intensity that previously. In these instances, staff have a duty to support that pupil and keep them safe using reasonable methods and working in line with the schools policy on restrictive physical intervention.

Following the occurrence of a new behaviour a new BSP must be developed, or a current plan updated to include how to support the new behaviour.

## Restrictive physical interventions

Restrictive physical intervention is a last resort in supporting dangerous behaviour at Chatten.

Details of the use of restrictive physical interventions at Chatten can be found in our policy of that title.

## Repair and rebuild

### Pupil

Each pupil will have their own needs with regards to the time following a display of dangerous behaviour. Staff should follow the plans outlined in the individual BSP to ensure consistency of approach.

For all pupils (and for incidents of new dangerous behaviours) the following will apply:

- Ensure the pupil is safe
- Ensure the pupil has access to water
- Ensure the pupils emotional wellbeing

It is vital that choices made outside of these factors are pupil and behaviour specific where a behaviour support plan is not in place safety and comfort following a dangerous behaviour are paramount.



## Staff

As well as recording any significant events following dangerous behaviour staff should be able to spend some time with their line manager to debrief from the situation and care should be given to support the staff members emotional wellbeing before the re-enter the teaching environment.

## Other documents to read in combination with this:

- Restrictive physical intervention policy
- Intimate care policy
- Safeguarding policy
- Wellbeing policy
- Touch policy
- Individual pupil behaviour support plans
- Individual pupil programmes of education
- Home school agreement
- Exclusion policy