



# **WARGRAVE HOUSE**

## **THE AUTISM SPECIALISTS**

### **Positive Planning for Supporting Student Behaviour.**

**June 2020.**

#### **Important coronavirus (COVID-19) update**

There exists an Appendix to this policy, which provides details on how educational settings can manage student behaviour during the coronavirus (COVID-19) pandemic.



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<b>Co-Reviewer:</b>	Stuart Jamieson (Head of Education)
<b>Updated:</b>	June 2020
<b>Next Review:</b>	June 2021
<b>Committee:</b>	Personal Development Behaviour & Attitudes
<b>Approved by the full Governing Body:</b>	July 2020

<b>This policy should be read in conjunction with the following policies:</b>	
1	Safeguarding Children Policy
2	Safeguarding Vulnerable Adults Policy
3	Exclusion Policy
4	SEND (This is a report which by law has to be published on the website).
5	PREVENT Duty Policy
6	Whistle Blowing Policy

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## 1. Introduction

Wargrave House recognises that our students may present with behaviours arising from their autism and other mental or physical conditions. Our primary role is the identification and amelioration of those behaviours, which may severely limit a student's ability to learn and develop important life skills. If certain behaviours are left unchanged, the individual's breadth of experience in life and learning would be restricted.

## 2. Purpose and Aims

This policy implements the Team-Teach philosophy at Wargrave House to ensure a safe, legal and effective approach is used in managing behavior of students. This ensures that nationally recognised standards, which include the use of physical restraint, are practiced and guidance for trained personnel in Team-Teach can be found on the Team-Teach website:

<http://www.teamteach.co.uk>

Further advice on proactive strategies and techniques that can support behaviour can be sourced from BILD, the British Institute of Learning Disabilities via the website:

<http://www.bild.org.uk>

The aim of this policy is to ensure the practice of proactive and positive behavioural strategies and techniques that will enable our students to access learning within a variety of settings and experience of the wider world.

Wargrave House aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, which includes bullying, harassment, violence, derogatory language and discriminatory behaviour.
- Have support systems for students.
- Teach, model, and reinforce acceptable and expected behaviours.
- Define the roles and responsibilities of different members of staff within Wargrave regarding behaviour management.
- Ensure robust systems of recording are in place.
- Develop and support the classroom management skills of all staff.
- Have rewards and sanctions for students.
- Liaise with parents and other agencies.

The Forward within Ofsted's consultation Education inspection framework 2019 states:

*'Creating a sufficiently disciplined environment is a prerequisite to any learning taking place. If behaviour is not managed effectively and learners are not instilled with positive attitudes to learning, nothing much will be learned.'*

*"Education inspection framework 2019: inspecting the substance of education" Forward Published 16 January 2019.*

*Website at: <https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education>*

### **3. Behaviour and Attitudes.**

Ofsted inspects 'behaviour and attitudes' under the 2019 framework.

The new judgement covers behaviour, attendance, exclusion and attitudes to learning.

The 'behaviour and attitudes' judgement considers how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils. Information can be found at:

<https://www.gov.uk/government/news/ofsteds-new-inspection-arrangements-to-focus-on-curriculum-behaviour-and-development>. (2019)

### **4. Roles and Responsibilities**

The PDBA (Personal Development Behaviour and Attitudes) Governing Board and the Head of Education has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school and college.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school and college culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the Complaints Procedures Policy.

The Head of Education is responsible for:

- Establishing the standard of behaviour expected by students at the school and college.
- Determining the expectations and code of conduct and any sanctions for not meeting these.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and students yearly or following an interim review.

- Reporting to the Governing body on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving behaviour.

The School Nurse is responsible for:

- Overseeing the whole-school and college approach to mental health, including how this is reflected in the Behavioural Policy, how staff are supported with managing students with SEMH-related behavioural difficulties, and how Wargrave engages students and parents with impact from SEMH difficulties.
- Coordinating with mental health support teams to provide a high standard of care to students who have SEMH-related difficulties that affect their behaviour.
- Referring students with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CAMHS) to receive additional support where required.
- Liaising with parents of students with SEMH-related behavioural difficulties, where appropriate.

Education and Therapy Team staff are responsible for:

- Being aware of the signs of behavioural difficulties.
- Planning and reviewing support for their students with behavioural difficulties in collaboration with parents and Speech and Language / Occupational Health Therapists.
- Being responsible and accountable for the recording of data and accounts of behavioural incidents.
- Being aware of the needs and support for students presenting with behavioural difficulties.
- Keeping the relevant colleagues up-to-date with any changes in student behaviour.
- Adhering to this policy.
- Promoting a supportive and high-quality learning, and in some cases therapeutic, environment and for modelling high levels of behaviour.
- Recording 'Class Review' accounts for the Behaviour lead.

### **Personal Development/Behaviour and Attitudes Weekly Review (PDBART)**

Representatives from every department discuss key actions from the week (Friday-Thurs) focusing on attendance; behaviour/therapy interventions; staffing; planned home & school visits; multi-agency meetings; medical information; key messages for the following week and any other relevant information. This informs staff via briefing/staff meetings.

The weekly agenda comprises of data and reports covering:

- Attendance
- Behaviour
- Staffing
- Family Liaison

- Medical
- Therapy
- Residential
- Weekly Class Review
- Website.

## **5. Definitions**

The school and college defines “serious behaviour” as any behaviour which may cause harm to oneself or others, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Bullying – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten, or demean the individual.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

The school and college defines “low level behaviour” as any behaviour which may disrupt the education of the perpetrator and/or others including, but not limited to, the following:

- Low level disruption in class or shared environment.

Challenging behaviour is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent destructive behaviour
- Extreme behaviour – e.g. physical aggression, running away.
- Any behaviour that threatens safety or presents a danger
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of staff to support

## **6. Effective classroom management to support behaviour**

The school understands that well-managed classrooms:

- Make implicit a clear set of rules and routines that are understood by all.
- Establish agreed rewards and positive reinforcements.
- Establish consequences for inappropriate behaviour if appropriate.
- Establish clear responses for handling behavioural issues.
- Encourage respect and development of positive relationships.

- Make effective use of the physical space available.

### **Code of Conduct**

Students will be expected to follow the Code of Conduct which requires students to:

- Conduct themselves around the premises in a safe and respectful manner.
- Follow reasonable instructions given by staff, communicated in a variety of ways so as they are meaningful to each student.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Show respect for the school environment.

### **Classroom environment**

A well-structured school and college environment is paramount. Staff need to employ strategic seating arrangements to prevent triggers for behaviour and enable it to be noticed early. Before starting lessons, staff ensure a calm alert state exists within students by supporting their sensory diets / advice, Behaviour Support Strategies and Tool Box activities.

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school and college establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Classroom expectations suited to the ability of each student
- Routines
- Praise
- Rewards
- Teachers ensure that classroom expectations are always clear, comprehensive and achievable.
- Teachers explain the rationale behind the expectations to help students understand why rules are needed.
- Expectations are always visible to students and they are regularly reinforced within the classroom.

### **Routines**

Once a routine has been established, staff model this for students to ensure they understand it. Staff explain the rationale behind the routine to help students understand why it is needed. Staff ensure that the routine remains consistent and is practiced throughout the year to create a calm and enjoyable environment.

### **Praise**

The school and college recognises that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils. When giving praise, staff ensure:



- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only work produced.
- Perseverance and independence are encouraged.
- Praise that is given is always sincere and is never followed with immediate criticism.
- Staff encourage students to praise one another when appropriate.

## **7. Rewards**

The school and college understand that when rewards are used following certain behaviour, students are more likely to model the same behaviour again. For rewards to be effective, it is recognised that they need to be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.
- Achievable – keeping rewards achievable to maintain attention and motivation.
- Fair – making sure all pupils are fairly rewarded.

The school and college uses three different categories of rewards – these are:

- Social – praise and recognition
- Physical – material rewards, e.g. tokens, stickers or certificates.
- Activity – activity-based rewards, e.g. extra play, free time.

A reward system exists in the school by which students can earn points. Their successes are celebrated as part of the weekly 'Success Assembly.' Students points can be exchanged for items at the 'Reward Shop.' This programme is motivational and aims to reinforce good behaviour.

## **8. Positive relationships and approach**

Positive staff - student relationships are key to combatting challenging behaviour.

The school and college focusses heavily on forming these relationships to allow staff to understand their students and create a strong foundation from which behavioural change can emerge. Strategies to establish positive relationships may include:

- Welcoming students as they enter the classroom.
- Ensuring students understand what is expected of them.
- Creating a positive environment where every student feels comfortable and respected.
- Showing an interest in each student's interests, talents, goals, likes and dislikes, and their family.
- Engaging with students during lunchtime and break time.
- Focusing on using positive language when interacting with students to guide them towards positive outcomes rather than highlighting their mistakes.

The school and college aims to promote resilience as part of a whole-school approach, using the following methods:

- Culture, ethos and environment – the health and wellbeing of students and staff is promoted through the curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop students' knowledge about health and wellbeing
- Community engagement – the school and college proactively engage with parents, outside agencies and the wider community to promote consistent support for health and wellbeing.

Positive mental wellbeing will be promoted through:

- Therapeutic strategies and techniques
- Teaching in the LIFE curriculum
- Tutorials
- Positive classroom management
- Developing social skills
- Working with parents
- Peer support.

## **9. Understanding behaviour**

Where students frequently present with inappropriate behaviours, the school and college uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent (A): what happens before the behaviour occurs.
- Behaviour (B): the behaviour that occurs.
- Consequence (C): the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective. A baseline pro-forma can be completed to support this:

- What appears to be the underlying cause of the behaviour?
- Where and when does the student display this behaviour?
- What are the triggers of the behaviour?
- What strategies can be implemented for behaviour change?
- How can the progress be monitored?

Staff members can action a Behaviour Support Meeting and the Behaviour Chair will implement a Behaviour Support Plan which is then reviewed on a 6 – 8 week cycle. A multi-disciplinary approach supports Behaviour Support meeting and devises the personalised proactive and reactive strategies for the student.

**De-escalation strategies**

Team Teach is the provider who we adopt to address our principles in the handling of behaviours in both a proactive and reactive way.

Staff members will implement de-escalation strategies following Team Teach principles to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Providing adequate personal space and not blocking a student's escape route
- Showing open, accepting body language
- Offering the pupil a face-saving route out of confrontation
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

**10. Intervention**

In line with the school and college use of Physical Restraint and Reasonable Force, all members of staff have the legal right to use reasonable force following Team Teach methods to prevent pupils from e.g. injuring themselves or others, damaging property. Physical restraint will only be used as a last resort and as a method of restraint.

All staff will attempt to use the de-escalation strategies before the use of physical intervention. Any physical intervention used will be recorded via the electronic system - RVEAL. Following a restraint, if appropriate and dependent on the ability of the student, a de-brief will occur, allowing the student a voice.

**Locations**

It may be necessary to support a student in a separate location away from others for a period time – staff supporting the student will remain in the area. The school and college staff will only support students to alternate locations when necessary.

If a door is closed, then a member of staff must remain inside the space with the student for the duration. The school and college will ensure that student's health and safety is not compromised by following Team Teach practices and that any additional requirements, such as SEND needs, are met. Staff will ensure that the student is not kept away from their base any longer than necessary.

**11. Recording behaviour**

The member of staff involved will record any level of behaviour using the electronic REVEAL system. Physical intervention details must be included on the record. Staff must report and record incidents using the agreed proformas / electronic systems within 24 hours of a behaviour taking place and record any physical intervention that occurred.

The Behaviour lead will be responsible for monitoring recordings of incidents and identifying e.g. patterns, improved strategies. The identified Governor will liaise with the Behaviour lead to scrutinise practice and outcomes. The Behaviour lead will provide reports and

communications to relevant colleagues, professionals, school and college leaders, Governors.

Complaints from members of the public about behaviour by students will be dealt with on an individual basis and public incidents need to be reported to the Head of Education.

## **12. Staff training**

Wargrave recognises that early intervention can prevent inappropriate behaviours escalating. As such, teachers will receive training in identifying problems before they escalate through the delivery of Team Teach by an intermediate instructor.

- Staff will receive training on this policy as part of their new starter induction.
- All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour which is updated in line with the Team Teach cycle.
- Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.
- All staff members are trained in the approved methods of physical intervention in line with Team Teach methods.
- Teachers and support staff will receive regular and ongoing training in behaviour and therapeutic strategies as part of their development.

Advice, guidance and legalities associated to our practices in behaviour management, physical restraint and de-briefs can be found on the websites:

<https://www.teamteach.co.uk>

<https://www.bild.org.uk>

## **13. Monitoring and review**

This policy will be reviewed by the Head of Education and Behavioural lead on an annual basis or when changes in practice, legislation occur causing a need for an earlier update. Necessary changes will be communicated to all members of staff and if appropriate parents / carers. The next scheduled review date for this policy is June 2021.

## **14. Legal Context**

Wargrave House recognises its legal duty under the Equality Act 2010 to prevent students with autism and other conditions from being at a disadvantage. Consequently, our approach to supporting challenging behaviour will be differentiated to meet the needs of the individual student.

Where necessary, support and advice will be sought from other professionals, for example; an educational psychologist or medical practitioner, to identify and support an individual student's specific needs. When acute needs are identified, we will liaise with external agencies to plan support for that student. We endeavor to work with parents and review

the support provided on a regular basis. Wargrave House and its staff will at all times seek to ensure that:

- All receivers of our service will be treated with dignity and respect.
- Individual's needs and opinions will be sought and they will be helped to express and action these within the bounds of the present extent of their understanding.
- Individual's age-appropriate, legal, civil and personal rights are at all times respected as laid out in The Equality Act 2010. These include: legal, civil and personal right as described in law, right to religious and cultural freedom and practice, a right to their own possessions, the right to protection from exploitation, neglect and degrading treatment.
- Individuals have the right to expect that information recorded about them shall be considered privileged and confidential and shall be accessible to them.
- Individuals have the right to communicate, associate and meet privately with their families and persons of their own choice.
- Individuals have the right to expect that Wargrave House School and College will always present them in a positive way.
- Individuals have the right to be free from excessive medication.
- Individuals and their families have the right to offer complaints and comments to Wargrave House and can expect help and support in doing this as set out in the Complaints Procedure policy.
- Individuals using Wargrave House services have the right to represent themselves (or to be represented) in forums where decisions about themselves will be made.
- Individuals have the right to services, which take account of their own special personal needs and abilities.

#### **Legislative links**

Equality Act 2010

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

#### **References and Further Resources**

Residential special schools - National minimum standards

(April 2015) Publication ref: DfE-00119-2015.

Behaviour and discipline in schools - Advice for head teachers and school staff

(January 2016) Publication ref: DFE-00023-2014.

Behaviour and discipline in schools - Guidance for governing bodies

(Jan 2017) DfE publication.

Use of reasonable force - Advice for head teachers, staff and governing bodies

(July 2013) Publication reference: DFE-00295-2013

Keeping Children Safe in Education: Statutory Guidance for Schools & Colleges

(Sept 2019) Publication ref: DFE-00248-2019 DfE

Team – Teach Course Manual (2021) Team-Teach Ltd Steaming Publishing.

Education and Inspections Act (2006) Sections 89 and 93.

Webpages:

[www.bild.org.uk](http://www.bild.org.uk)

[www.team-teach.co.uk](http://www.team-teach.co.uk)

The National Autistic Society website contains useful guidance and advice at:

[www.nas.org.uk](http://www.nas.org.uk)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

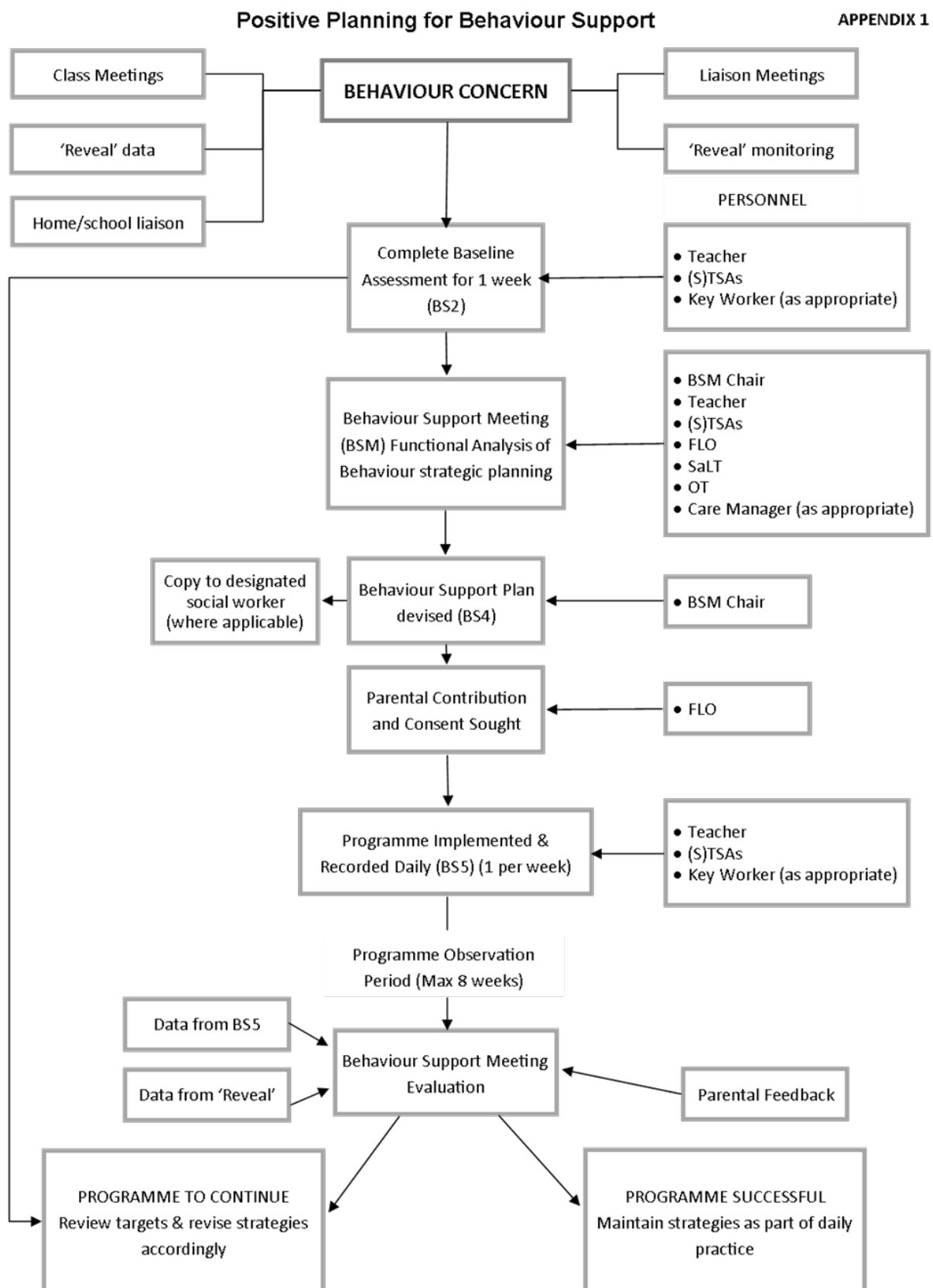
<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management to encourage good behaviour in pupils.

<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>



## BEHAVIOUR BASELINE OBSERVATION

Name					Class		Week Commencing			Day	Residential	
Day & Date	Activity	Time	Antecedents	Behaviour		Consequence/ Outcome	Function (Highlight)	Comments			Daily total	
Monday							Attention Tangibles Escape/Avoid Sensory Medical/Physical Unknown					
Tuesday							Attention Tangibles Escape/Avoid Sensory Medical/Physical Unknown					
Wed							Attention Tangibles Escape/Avoid Sensory Medical/Physical Unknown					
Thursday							Attention Tangibles Escape/Avoid Sensory Medical/Physical Unknown					
Friday							Attention Tangibles Escape/Avoid Sensory Medical/Physical Unknown					
												Total

Summary Overleaf



**SUMMARY**

	ATTENTION	TANGIBLES	ESCAPE/AVOID	SENSORY	MEDICAL/PHYSICAL	UNKNOWN
Total number of incidents						

**Proposed Priorities****Positive outcomes**

Completed By:

Date:

**Wargrave House School & College****Behaviour Support Programme**

Name:		Date:	
<b>AGREED PRIORITIES:</b> <ul style="list-style-type: none"><li>•</li></ul>			
<b>SHORT TERM TARGETS:</b> <ol style="list-style-type: none"><li>1.</li></ol>			
<b>IDENTIFIED ANTECEDENTS:</b> <ol style="list-style-type: none"><li>1.</li></ol>			
<b>PROACTIVE STRATEGIES:</b> <ol style="list-style-type: none"><li>1.</li></ol>			

LOW INENSITY		
PRESENTATION •	PROACTIVE •	REACTIVE * •
MEDIUM INTENSITY		
PRESENTATION •	PROACTIVE •	REACTIVE * •
HIGH INTENSITY – PHYSICAL INTERVENTION		
PRESENTATION •	REACTIVE* •	TEAM TEACH INTERVENTIONS * •

## CONSEQUENCES

BS2 C

## POST INCIDENT ACTIVITIES

- 

## DEBRIEF (including student response)

- ..... will 'be given an opportunity to discuss with a relevant adult (who was not directly involved) within 24 hours of incidents of restraint, including reasonable force, they have been involved in, witnessed or been affected by.' (Residential Special Schools National Minimum Standards, April 2015).

## COMPLIANCE

- All incidents involving intervention will be recorded using Reveal© Software
- Staff may use 'such force as is reasonable in the circumstances' following Team-Teach principles of minimum time, minimum force (Section 93, Education & Inspections Act 2006)
- Accident or injury requires first aid intervention and reports.

Signed:	BSM Chair
	Class Teacher
	Person with Parental Responsibility
Date for Review:	

Dear

## **Positive Planning for Behaviour Support**

As you are aware, all students at Wargrave House have their behaviour carefully monitored by all staff that work with them. If it is felt that a specific behaviour needs to be looked at in more detail, perhaps because it is occurring more frequently or the severity is escalating, then a behaviour support meeting is called. At this meeting all the staff can discuss concerns and put together a specific programme of strategies to target those behaviours that are causing concern.

Often, the strategies decided upon are the same as the positive strategies that are used throughout the school or college day. These are in two sets, 'proactive' and 'reactive'

- The proactive strategies are those that staff will use to help prevent the behaviour occurring in the first instance.
- The reactive strategies are those that will be used on the occasions when the behaviour does occur and escalates.

In order to ensure that staff are consistent in applying the strategies and that they are reviewed on a regular basis, they are recorded as a behaviour support programme.

A programme of support has been devised for [name], a copy of which I attach for your approval.

Please take time to read through the intended strategies and sign to say you are in agreement with the plan. The additional white copy is for your safekeeping. The green copy should be returned to school as soon as possible so that the programme can be implemented with immediate effect.

If you are unsure of any of the content or need further clarification of the strategies outlined please do not hesitate to contact me at school.

Yours sincerely

BSM Chair

20 July 2020

Dear

**Re. Positive Planning for Behaviour Support**

.....behaviour support plan has been recently revised in line with our regular monitoring systems. The outcomes and actions to be taken are attached for your information.

A new programme has been devised, a copy of which I attach for your approval. Please take time to read through the intended strategies and sign to say you are in agreement with the plan. The additional white copy is for your safekeeping. The green copy should be returned to school as soon as possible so that the programme can be implemented with immediate effect.

If you are unsure of any of the content or need further clarification of the strategies outlined please do not hesitate to contact me at school.

Yours sincerely

BSM Chair



**Wargrave House**  
**'The Autism Specialists'**

**Wargrave House**

# Supporting the Behaviour of Children & Young People with ASD

"Wargrave House is a service that enables some very vulnerable young people to develop a sense of belonging, ownership and community that enhances their wellbeing and self-esteem which results in very positive outcomes for students and their families."

NAS Accreditation 2019

## Positive Planning



**“We are committed to building a safe, caring & understanding environment, creating an atmosphere where everyone can develop to their highest potential”**

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## **Positive Planning for Supporting Student Behaviour**

Wargrave House recognises that its children and young people may present with challenging behaviours, arising from their autism.

Behavioural difficulties may occur as a result of the following:

- Anxiety
- Difficulty in understanding language
- How to use language for social purposes
- Trying to make sense of social rules and situations
- Inflexible patterns of behaviour which the student may develop as a coping strategy
- Sensory difficulties/overload

Wargrave House believes that by using **proactive** strategies within a carefully structured and monitored curriculum, many challenging behaviours can be reduced. Proactive strategies are designed to produce change over time.

Our primary role is the identification and amelioration of those behaviours which may severely limit the student's ability to learn and develop and which, if left unchanged, would restrict that individual's breadth and experience in the world.

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## Behaviour Support Plans

In cases where challenging behaviour persists and cannot be supported within the proactive framework, reactive strategies may need to be employed and an individual behaviour support plan established.

Individual behaviour support plans are drawn up by the multi-disciplinary team of professionals who work regularly alongside the child and includes consultation with parents/carers.

Targets established are reviewed on a daily basis with evaluation of the plan as a whole taking place after a set period of time.

## Physical Intervention

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It is recognised that there will be a small number of occasions when some form of physical intervention may be necessary to gain rapid and safe control and to enable the student to gain personal control.

All staff are aware of the Principle of Paramountcy, acting with the best interests of the students in mind. Staff are trained in appropriate Team-Teach interventions to support this.

The school has 2 fully trained Team-Teach tutors to ensure staff are fully up-to-date and familiar with appropriate techniques.

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## Team-Teach

All staff at Wargrave House have undertaken accredited training course in the Team-Teach methodology.

Team-Teach is a positive handling strategy including a wide range of gradual and graded supports and interventions. Over 95% of these relate to diversion, diffusion and de-escalation. In a small minority of instances physical interventions may be used to keep people safe while other positive handling strategies continue. In the Team-Teach approach physical interventions are not an alternative to de-escalation, they are an integral part of the Wargrave House holistic approach to supporting behaviour.



Enquiries

If you require further information or have any further questions please do not hesitate to contact: Stuart Jamieson, Head of Education.

**Stuart Jamieson** our **Head of Education** at the school and College on

01925 224899

or check out our website

[www.wargravehouse.com](http://www.wargravehouse.com)

or email:

[enquiries@wargravehouse.com](mailto:enquiries@wargravehouse.com)

Wargrave House School & College

- Positive Planning for Supporting Student Behaviour Policy  
[www.team-teach.co.uk](http://www.team-teach.co.uk)



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