BEHAVIOUR POLICY

Area:	KIORA HALL	north east autism society	
Title:	Behaviour		
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BEHAVIOUR POLICY

1. POLICY STATEMENT

All staff are responsible for learner's wellbeing including providing support, guidance and maintaining apositive and friendly learning environment. All staff act as role models, encouraging the development of appropriate qualities and behaviour, and ensuring the learning environment is oneof a calm and encouraging nature. Staff will promote self-control, consideration for other staff andlearners and respect for the individual and understanding between all members of the school will be encouraged both through the curriculum and other opportunities at all times. The school alwaysensures that the learning environment is one that encourages learning and participation from all learners. Teaching the learners we support to behave appropriately in different situations is centralto achieving our aim of their acceptance and inclusion.

Kiora Hall does not use sanctions.

2. DEFINITION OF INAPPROPRIATE BEHAVIOUR

- In Kiora Hall judgements about the appropriateness or otherwise of a child or young person's behaviour are made on the basis of social acceptability and whether the behaviour hinders access to education and developmental opportunities either for the child or young person concerned or learners in the environment.

- The behaviour displayed by learners with Autism is largely a product of anxiety and arousal they experience. If a learner is feeling confused or anxious then they are more likely to display unacceptable behaviour in the environment. Teachers and support staff will ensure that they are using approaches agreed as a whole school approach to reduce anxiety in all learners.

Communication

- We will seek to reduce the likelihood of inappropriate behaviour by ensuring that each learnerhas a functional communication system, that those supporting the learner use their communication system and that our learning expectations of each individual are appropriate.

Environments

- We will seek to sensitively and imaginatively manage the environments for our learners to reduce sources of anxiety and thereby reduce the need for behavioural difficulties.
- The structuring of environments has been shown to be effective in reducing anxiety and improving children and young people's behaviour.

Sensory

- We will establish any sensory factors that may contribute to the anxiety of our learners and reduce or remove the source of difficulties wherever possible.

3. DEFINITION APPROPRIATE BEHAVIOUR

Acceptable behaviour
We give positive guidance on what we consider to be acceptable behaviour by teaching learners, wherever possible to -

- Help each other
- Listen carefully and talk politely to each other and to adults
- Take care of everyone's property and not take what is not theirs
- Be calm respecting other's needs
- Always tell the truth
- Think before they act
- Come to school, be punctual and ready to learn

4. POSITIVE AND PROACTIVE BEHAVIOUR SUPPORT

- For more information on the PPS approach the school uses, please see the STEP policy/or Ian Patterson Vice Principal