

# **Specialist Resource Provision (SRP) Behaviour Support Information**

Diamond Nursery Assessment Placements, Sapphire Assessment Resource, Emerald  
Specialist Resource Provision for pupils with Social Communication difficulties including Autism

At Knollmead Primary School

## **SRP Policy for Positive Behaviour Support**

In Sapphire and Emerald class we have high expectations for all our pupils. Our aim is to support our pupils to enjoy being part of a safe, calm and happy environment. We promote a community and environment where all members can work safely, happily and productively at their individual level. Our behaviour policy is understood by all and consistently adhered to throughout our SRP.

All pupils have an individual 'Behaviour Support Plan' that identifies and describes how they access the different approaches and strategies used throughout the SRP. This is created as part of a multi-disciplinary team including the individual and their families. This document identifies specific information for each pupil including sensory needs, emotional regulation support and individual challenges, which are regularly reviewed and updated.

### **Our Approach**

Both classroom environments are setup to support the SPELL framework.

SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in supporting those with social communication difficulties, including autism, and emphasises ways to change the environment and our approaches to meet the specific needs of each pupil.

**Structure** - We create a structured, predictable environment using visual information. This supports independence and transition, ensuring each pupil knows what is going to happen and what is expected of them, reducing anxiety.

**Positive** - We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interests and abilities.

**Empathy** - We use our knowledge and skill to understand and relate to each child's individual needs.

**Low arousal** - Approaches and the environment is set up to reduce anxiety and aid concentration with minimal distractions.

**Links** - We recognise the benefits of sharing information and working alongside the individual, their families and other professionals.

We acknowledge and celebrate the individual differences and needs of each pupil within the SRP. We model a positive behaviour approach and aim to teach pupils how to behave in a positive functional way, with life-long skills.

### **A Framework to Address Self Regulation and Emotional Control**

Self-regulation is a life-long skill that everyone continually works on. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. The approach of 'Zones of Regulation' is a method to teach this by addressing Self regulation and emotional control.

The SRP have adapted the approach called Zones of Regulation to teach this.

The 'Zones' is a systematic approach to teach self-regulation, by categorising all the different ways we feel and states of alertness that we experience into four concrete coloured Zones.

The aim of the framework is to help move pupils towards independent regulation by identifying and increasing their ability to be aware of their sensory, social and emotional needs.

The Zones:

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behavior, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, but still has cognitive control. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone (GOOD TO GO)** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of arousal and energy, and feelings such as sad, tired, sick, or bored.

*NB - Details of how this looks and is adapted for each pupil is identified in their Individual Behaviour Support Plans.*

## **Provision General Strategies**

- Giving clear instructions and using reduced language
- Reinforcing the positive behaviour rather than the negative
- Always using their name when you are talking to them
- Using visuals cues such as first, next and then cards, whiteboards and sand timers
- Rewarding them with motivators after completed work
- Always give the children a countdown to finish
- Use the word `STOP` and other action words
- Allow plenty of time for the children to process instructions

Celebrations of achievement:

The Provisions use a variety of rewards and motivators to support the children to achieve their full potential, these are personalised and tailored for each individual.

Rewards:

- Pupil specific motivators and rewards
- Individual sticker charts and stickers
- Star of the Week certificate
- Celebration Circle (Pupil Voice)
- Working Towards Cards
- Golden Time

## Challenging behaviour

Within the SRP we define 'challenging behaviour' as behavior that:

- Causes significant harm to themselves or others
- Physically challenges, such as: biting, kicking, spitting, hitting
- May prevent a pupil participating fully in school life, within the community and at home
- Negatively impacts the individual's learning or the learning of others

## 'All Behaviour is a form of Communication'

The provision uses the STAR (Setting Trigger Action Result) analysis approach as a way of identifying the cause of a behaviour, assessing what happens before, during and after an episode(s) of challenging behaviour. This informs the pupil's 'Behaviour Support Plan' by identifying specific needs and strategies to support the individual.