Behaviour Support Policy

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Introduction

Supporting positive and appropriate behaviour amongst our learners lies at the heart of our mission. Learners who are able to develop and maintain positive behaviour patterns are more likely to lead happy and fulfilling lives during their time with us and then beyond into adult life. Learners in all educational settings develop patterns of behaviour that reflect the environment they are learning in. It is therefore our moral obligation to create and maintain a positive, well-ordered and respectful learning environment in which our learners can grow and develop.

The following policy provides clear guidance and instruction on the methods by which Chatsworth Futures can promote positive behaviour in our learners through the principles and practical application of behaviour support. Supporting positive behaviour is fundamental to each learner's well-being and safety. Therefore the wilful contravention of any aspect of this policy will automatically result in disciplinary procedures being brought into force.

Ethos

At Chatsworth Futures we believe that the learner is paramount in all respects, a belief which permeates all aspects of our work. Approaches to behaviour are entirely dependent on this prevailing ethos and it is therefore critical that the learner is placed at the centre of all considerations related to behaviour. Because of this, we believe that behaviour support represents an ethically compatible approach to addressing learner behaviour within the context of our organisation.

Our practice in supporting learner behaviour is governed by the maxim

'Positive approaches to promote positive behaviour'

and this philosophy is expected to underpin all our actions, words and attitudes towards all learners at all times.

Objectives

Just as we might support a learner in the acquisition of any academic skills, so too there is a need to support each learner in the development of behaviour which is

- functional
- socially acceptable
- effective
- dignified and
- respectful of others

An understanding of learning disability compels us to proactively engage each learner in the development of these skills whilst respecting at all times the individuality of each person, their rights and their needs. With this in mind, our primary objectives in this domain are:

1. To reduce the use of Restrictive Physical Interventions (RPIs)
2. To increase each learner's self-esteem, sense of worth and awareness of their value to others
3. To enable each learner to demonstrably value all members of the learning community, their local community and the world beyond
4. To maximise each learner's capacity to regulate and manage their own behaviour across a broad range of social and academic settings
5. To build each learner's resilience to a variety of challenging circumstances empowering them to behave in mature and appropriate ways
6. To develop our capacity to support all learners in the acquisition of the skills, knowledge and understanding that will enable them to be socially well-adjusted and lead happy and fulfilling lives

The remainder of this policy describes the practical approaches employed by the College in order to achieve these objectives.

Practice

Positive Behaviour Support

The core values of Positive Behaviour Support (PBS) underpin all practice across the Chatsworth Multi Academy Trust. These values are described below

Key Components of PBS

Values

1. Prevention and reduction of challenging behaviour occurs within the context of increased quality of life, inclusion, participation, and the defence and support of valued social roles
2. Constructional approaches to intervention design build stakeholder skills and opportunities and eschew aversive and restrictive practices
3. Stakeholder participation informs, implements and validates assessment and intervention practices

Theory and evidence base

4. An understanding that challenging behaviour develops to serve important functions for people
5. The primary use of applied behaviour analysis to assess and support behaviour change
6. The secondary use of other complementary, evidence-based approaches to support behavior change at multiple levels of a system

Process

7. A data-driven approach to decision making at every stage
8. Functional assessment to inform function-based intervention
9. Multicomponent interventions to change behaviour (proactively) and manage behaviour (reactively)
10. Implementation support, monitoring and evaluation of interventions over the long term

PROACT SCIPr U.K.® is an approved approach to behaviour support which has been adopted by the Governing Body of Chatsworth Futures. All members of staff are trained in the use of PROACT SCIPr U.K.® and this is the vehicle through which we aim to exercise the values of PBS.

Understanding complex and challenging behaviour

Human behaviour is an infinitely complex and enigmatic phenomenon. Understanding behaviour is fraught with problems, contradictions, and dilemmas and yet remains fascinating and is crucial in the development of supportive behaviour strategies. At Chatsworth Futures we believe that all voluntary behaviour relates to having needs met, that it is functional and serves an identifiable purpose. Some of our learners display challenging behaviour as a response to the complex pattern of needs their learning difficulties cause. These problems may be compounded by additional difficulties including mental health problems, social deprivation and complex medical conditions requiring strategies which are informed by an extensive understanding of challenging behaviour.

In attempting to modify behaviour we must first examine the motives behind the behaviour and identify the area of need which the behaviour is serving. In order to structure this investigation a thorough **functional assessment** needs to be completed. Following this process, strategies which directly address the behaviour can be developed. Effective strategies in addressing challenging behaviour are characterised by

- thorough functional assessment of the behaviour
- accurate identification of the behaviour to be addressed
- appropriate realistic interventions
- clear objectives for outcomes
- consistency in applying the strategy
- review and evaluation

Such strategies require

- close collaboration between everyone involved in the learner's life
- non-judgemental working relationships
- honesty
- adequate resources

It is only by developing a coherent and credible understanding of the behaviour patterns a learner exhibits that we will be able to address those aspects of the learner's behaviour which are inappropriate. Analysis, planning and reflection need to be formalised and embedded in the practice of the College.

Creating Supportive Environments

Our first obligation as educators is to create a welcoming, supportive and enjoyable environment for our learners to learn in. Our care and affection for each learner should be explicit and constantly reinforced through our actions, words and attitudes. Our learners need to feel good about themselves, good about their peers and good about the staff team. In order to achieve this all members of staff are committed to observing the following key principles

Ten Key Principles

1. **Be positive** – in all your interactions with learners. Comment on the positive things learners do; expect the best and you will get it.

2. **Remain consistent** – be the stability that many of our learners crave. Be predictable and reliable, adhering to the same approaches and routines.

3. **Strive to understand more** – analyse behaviour and study its effect. Ask why things happen, seek solutions.

4. **Stay calm** – in difficult situations, don't become part of the problem by losing control. Become part of the solution by remaining clear headed and rational.

5. **Work together** – no one person has all the answers. Present a coherent and united front at all times. The learners will respond to this.

6. **Seek advice and support** – the best educators exercise humility. Be comfortable about talking things through with others; it is expected of you and will help you succeed.

7. **Celebrate achievement** – surround your learners with the sweet sound of success. It's contagious!

8. **Support your colleagues** – trust the professionalism and judgement of others. Do not contradict another member of staff in front of learners or colleagues. If you are not sure of something they are doing, ask them about it later in private.

9. **Respect confidentiality** – be sensitive to the sensitivity of the work we do. You must not discuss any incident you witness unless it is for the tangible benefit of the learner.

10. **Plan strategically** – be prepared to wait for success. Think about the long term benefits and not the short term gains.

All members of staff are required to abide by these key principles at all times and to encourage and support their colleagues in upholding these fundamental elements of behaviour support.

Supportive and Functional Environments

The impact of the environment on a learner's behaviour is a major consideration in the planning of practice. In order to develop positive and appropriate behaviour, the environment must be both **supportive** and **functional**. A supportive environment relates to the attitudes and actions of the people in the environment. A functional environment relates to the suitability of an environment in meeting a person's need. Responsibility for the environment rests with everyone and the right to work in a supportive and functional environment is recognised for staff and learners alike.

A **supportive** environment is characterised by

- a calm, purposeful working atmosphere
- friendliness
- happy working relationships
- flexibility
- responsiveness to needs
- a caring attitude amongst staff
- tolerance
- optimism and high expectations
- clear and consistent boundaries for acceptable behaviour

A **functional** environment is

- safe and secure
- tidy, uncluttered and clean
- strongly visual
- clearly demarcated for activities
- labelled appropriately to the learners' needs
- optimally stimulating
- sufficiently resourced

A constant evaluation of both the supportive and functional environment is required in order to ensure that as learners develop the environment evolves accordingly.

Working with Families and Other Agencies

It is imperative that Chatsworth Futures works closely with each learner's parents or carers to evolve effective strategies in order to support learners across a range of contexts. Constant liaison and collaboration are required in order to develop consistent approaches that enable the learner to generalise appropriate learning and in order to support both families and professionals in their work with the learner.

Chatsworth Futures will actively engage other agencies and professionals where it is considered that this action is in the best interests of the learner. Chatsworth Futures will offer and seek support in the development of practice which is of benefit to the learner or the learner's family.

Supporting Staff

Working with learners and families in developing positive and appropriate behaviour requires great skill and dedication. At Chatsworth Futures we are committed to supporting staff in this highly demanding work by

- Providing training in the use of appropriate strategies and interventions which are guided by the principles of PROACT SCIPr U.K.®
- Offering pastoral support to all members of staff whenever requested
- Developing Behaviour Support Plans for learners in order to address challenging behaviour
- Dedicating time to the discussion of issues related to behaviour support
- Regular monitoring of reported incidents
- Debriefing staff following difficult incidents

The effectiveness of any strategy is dependent upon the skills and commitment of the people engaged in that strategy. It is vital that staff feel equipped, both emotionally and technically, to address this crucial area of their work and it is therefore incumbent upon the College to support and encourage colleagues at all times.

Behaviour support must focus on the needs of the learner, recognise the difficulties that the learner may face and offer positive approaches to support positive behaviour. It must never be punitive, aversive, threatening or compromise the rights of the learner. Where staff feel that approaches are in any way illegal or inappropriate they are obliged to report this immediately.

Behaviour Support Plans

Building on the principles identified above, the Behaviour Support Plan, or BSP provides a planned and consistent framework which addresses behaviour that is not sufficiently addressed through the standard principles of good classroom practice and common sense. A BSP must be introduced for a learner if there is

- an awareness of behaviour which is likely to endanger the learner, his peers or colleagues working with the learner
- a prolonged period of disturbed or challenging behaviour
- persistent concerns related to a learner's well being or health

BSPs may be written by the learner's tutor and must be shared with the learner's parents or carers and approved by the Principal. A plan must not be applied until it has been approved. It is considered good practice that everybody working or living with the learner will have been consulted during the design of the plan.

Rewards and sanctions

Where appropriate, token and reward systems are extremely effective motivators in the development of positive behaviour. People respond positively to praise and encouragement and look forward to rewarding experiences offered as a consequence of appropriate behaviour. An important indicator of the ethos which pervades is the use of praise and encouragement with learners as we seek to develop their confidence and self-esteem. For some learners, the intrinsic value of praise is insufficient and further rewards might be necessary such as access to favoured activities or edibles. Where this is the case, these motivators can be offered to the learner alongside praise.

As a rule, learners do not respond in a positive way to being shouted at by an adult and will either become extremely distressed or over-stimulated and likely to behave inappropriately. Similarly, other learners in the vicinity may become distressed or over-

stimulated by shouting causing difficulties to escalate. Where it is felt that a reprimand is necessary and will be effective, this should be delivered in a calm and quiet manner in such a way as not to provoke further inappropriate behaviour or trigger inappropriate behaviour in other learners.

Sanctions, such as the removal of a favourite activity or item, are only permissible as part of a rational and considered intervention. Any such sanction should be recorded as an incident within the Chatsworth Futures recording systems. Similarly, in accordance with human rights legislation, it is not permissible to withdraw food or drink as a sanction. Where staff feel that these rights have been contravened they are obliged to report the incident.

Duty of Care

As people employed in the education of learners, the staff at Chatsworth Futures are all subject to a duty of care for the learners. People who have a duty of care are obliged to ensure that they take reasonable care to avoid acts or omissions which are likely to cause harm to another person. In the context of Chatsworth Futures, this requires members of staff to be

- proactive in supporting learners' positive behaviour
- vigilant in their care of learners
- aware of current developments in safeguarding policies
- accountable for all the actions they take

Intervention

As part of the duty of care it may be necessary to intervene in difficult incidents. Where possible, such intervention should be planned, co-ordinated and guided by the principles and practices of PROACT SCIPr U.K.®. However, at times, staff may have to react spontaneously to situations and at these times all parties are vulnerable. In order to minimise the risk to everyone the following principles must be adhered to during **unplanned interventions**

- the learner's safety and that of other learners is of paramount importance
- staff should take every precaution to avoid being left alone
- if isolated, seek support as soon as is reasonably possible

- return to familiar and established practice as soon as the situation is stabilised
- report and record the incident in its entirety as soon as possible

Restrictive Physical Interventions (RPIs)

At times, intervention may involve needing to physically restrain a learner. **Physical restraint** is only permissible where

- there is a clear and immediate threat of harm to people
- there is a clear and immediate threat of significant damage to the environment

Again such intervention should be planned, co-ordinated and recognised as an intervention approved by PROACT SCIPr U.K.®.

However, if a crisis occurs, staff may have to act rapidly and without recourse to recognised techniques. In these circumstances the following principles must be adhered to

- there is an absolute necessity to engage in physical restraint
- the gradient approach is adhered to
- intervention ceases as soon as is reasonably possible
- avoid being left alone
- if isolated, seek support as soon as is reasonably possible
- return to familiar and established practice as soon as the situation is stabilised
- report and record the incident in its entirety as soon as possible

Seclusion Rooms and Safespaces

The use of seclusion rooms is a complex and problematic area of our practice and merits continuous revision and re-appraisal as we develop our knowledge and understanding of learners. Whilst guidance in this area can be complicated and at times confusing, one simple principle is abundantly clear, the use of seclusion rooms constitutes a **deprivation of liberty** and is therefore **illegal** other than for the most extreme of circumstances.

Therefore, we must be absolutely confident when using seclusion rooms that there is no alternative and that our actions would withstand the most intense scrutiny in law.

Full guidance on the use of seclusion rooms and Safespaces is provided in Appendix A of this document and must be read by all members of staff.

Debrief

All incidents involving the use of RPIs and some incidents which are judged to have been particularly severe or sustained must be followed up by a debrief. Members of staff at Chatsworth Futures may request a debrief following an incident. However, the Principal may insist upon conducting a debrief even in situations where one has not been requested, should this be deemed necessary. The process of debrief is likely to vary both for the different circumstances of incidents and for the needs of individual College staff. A debrief must be an appropriate response to an incident which

- supports the wellbeing of the learner
- supports the wellbeing of the member of staff
- provides the opportunity for learning from the incident

The Debrief is divided into two stages: immediate follow-up which ideally take place within twenty four hours of the incident and further follow-up which should take place during the week following the incident. The content of these two stages is informed by the table below.

Immediate follow-up
How are you?
How is the learner?
Do you need some time or is there any other support I can give you?
Further follow-up
What happened?
Was an unplanned intervention needed?
Is the BSP/LSP fit for purpose?
Does the learner's curriculum or package of support require enhancement?
Does the training curriculum require enhancement or modification?
Is any further bespoke training needed (team- or individual-specific)?

Where appropriate, the Debrief process is extended to include the learner, through discussion and therapeutic work.

Recording and Reporting Incidents

The recording and reporting of incidents is a crucial component of behaviour support at Chatsworth Futures. The processes of recording and reporting ensure that

- safeguarding learners remains paramount
- episodes of challenging behaviour are being closely monitored
- the action taken by members of staff is accounted for
- practice in the College is transparent to outside agencies
- procedures can be evaluated from an evidence base

The importance of recording and reporting incidents must be emphasised as these processes serve to protect learners from abuse and members of staff from inaccurate allegations of impropriety.

An incident is defined as an event or episode in which

- a person is harmed or endangered
- there is clear evidence that a learner has been injured
- a learner displays behaviour which is outside the expected pattern of behaviour associated with that learner
- a significant degree of damage is caused to property
- an RPI has been used

Incidents must be recorded using the College's incident recording system on Databridge.

The content of each record should contain

- the names of all learners and staff directly involved in the incident
- the date, time and location of the incident
- a detailed description of the incident
- a detailed description of the action taken by members of staff
- the name of the recorder
- any reportable injuries to learners or staff

Where an incident is judged to have been particularly severe, a verbal report must be made to the Principal as soon as it is reasonable and safe to do so.

Health and Safety

In the event of any injury sustained by learners or members of staff, prompt and decisive action is necessary. The severity of the injury will dictate the course of action taken with the well being of the injured party being the utmost priority at all times. If a person is injured

- immediately assess the injury
- if necessary, summon the College's first aiders
- if possible, provide treatment
- if it is clear that the person requires hospital treatment then follow the procedure below

1. inform the Principal, Vice-Principal, Curriculum Lead or Pastoral Manager
2. they will organise transport to the hospital and contact other parties
3. collect the necessary medical record and consent form from the administrative office
4. ensure you have a mobile phone
5. the Principal, Vice-Principal, Curriculum Lead or Pastoral Manager will appoint a person to accompany the injured party to the hospital

The nearest hospital for emergency treatment is the

Salford Royal NHS Foundation Trust, Stott Lane, Salford, M6 8 HD
(Tel: 0161 789 7373).

In the event of any head injury being sustained, whether the person has been taken to the hospital or not, then the following procedure must be applied
For a learner

- the learner's class teacher or tutor group teacher must make a verbal report to the learner's parents or carers or named emergency contact

- the learner's class teacher or tutor group teacher must ensure that any person either working with that learner during the course of the day, or escorting that learner home is fully aware that the learner has received a head injury
- the learner's class teacher or tutor group teacher must make a written record in the learner's home-College diary detailing the incident and the injury sustained

If a learner is spending time away from home, then the agency or person providing care for the learner must also be informed, in writing, of the injury.

For a member of staff

- the person's named next of kin is informed of the injury. This report may be made by the person themselves if possible or by a person chosen by the injured party

Conclusion

Behaviour support is a complex and problematic topic and guidance within this field needs to be continuously evaluated and critically appraised.

This policy should be read in conjunction with all pertinent College and Local Authority policies, guidance and documentation.

Appendix A

Guidance on the use of seclusion rooms

Introduction

The use of seclusion rooms is a complex and problematic area of our practice and merits continuous revision and re-appraisal as we develop our knowledge and understanding of learners. Whilst guidance in this area can be complicated and at times confusing, one simple principle is abundantly clear, the use of seclusion rooms constitutes a **deprivation of liberty** and is therefore **illegal** other than for the most extreme of circumstances.

Therefore, we must be absolutely confident when using seclusion rooms that there is no alternative and that our actions would withstand the most intense scrutiny in law.

Guidance

Recent Ofsted Training (April 2013) stated

> *It is an offence to lock a person in a room without a court order except in an emergency, for example where the use of a locked room is a temporary measure while seeking assistance.*

and this provides a clear starting point for the consideration of our actions under the law. Other Governmental guidance is available such as the *'Use of Reasonable Force'* and the *'Deprivation of Liberty Safeguards'* (DOLS) and it is around this framework of information that the protocol and procedures outlined below is based.

Protocol

The following protocol must be followed on all occasions in which a learner is moved to, kept within or denied egress from any area against their will.

Failure to comply with this protocol in full will result in disciplinary action being taken and may constitute a criminal offence.

1. The use of any seclusion room or area can only occur in the most **extreme** of circumstances in which there is a clear and imminent threat of harm to people or of significant damage to property or possessions.

2. During any period of seclusion there must be a minimum of two members of staff present throughout the entire period of the seclusion.

3. Throughout the period of seclusion, there must be continuous monitoring and evaluation of the situation in order to secure a safe and positive resolution as quickly as possible. The *Restriction Reduction Table* must be completed every five minutes.

4. At the earliest possible opportunity a member of the Principal must be informed of the seclusion.

5. On receiving this information, the member of the Principal must attend the site of the seclusion if this is within College. If the seclusion is off-campus, the member of the Principal must monitor the situation via regular telephone calls.

6. The use of any seclusion room or area is only permissible if the learner has a current **risk assessment** which clearly demonstrates that such action may be necessary. A current *Behaviour Support Plan* must be in place which stipulates that the use of a seclusion room or area may be necessary.

7. Parents or carers must be made aware of the learner's risk assessment and the *Behaviour Support Plan*. The learner's tutor is responsible for ensuring this information is shared.

8. Parents or carers must be informed on each occasion in which a seclusion room or area has been used on the day in which it occurred. This information must be shared by either the home-College diary, text message, e-mail or telephone call.

9. On very rare occasions, because of unforeseen circumstances, the use of a seclusion room or area may be necessary for a learner who does not have a risk assessment which indicates this. On these occasions an immediate risk assessment must be completed. A full written report of the circumstances leading to the use of the seclusion room or area must be submitted to the Principal by the person making the decision to detain the learner within one working day. If the Principal makes this decision, the report must be submitted to the Chair of Governors.

10. On those very rare occasions when a seclusion room or area has been used for a learner without a clear and authorised plan in place, the Principal must inform the parents or carers directly within one working day by either the home-College diary, text message, e-mail or telephone call.

Monitoring and Reporting

The use of seclusion rooms or areas will be monitored each week by the Principal using the monitoring books supplied for this purpose cross-referenced with SIMS. A decision as to whether the use of the seclusion room or area should be referred to the LADO will be made by the Principal.

The Principal will report to the Governing Body the use of seclusion rooms and areas as part of the termly Principal's Report to Governors under the section detailing the use of RPIs.

Conclusion

This complex and problematic area continues to challenge practitioners in the field of SEND and it is critical that we continuously critique our practice in order to ensure the best possible outcomes are achieved for our learners. Members of staff are actively encouraged to challenge and question the approach of the College in a professional discourse which serves the best interests of the College community. All members must acknowledge and accept the protocol outlined above and must have signed the appropriate register to record this.