

# Positive Behaviour Management Policy

**The Headteacher has overall responsibility for Positive Behaviour Management and protecting the wellbeing and safety of students and staff at Victoria Education Centre.**

**There is a staff member who is the Behaviour Management Coordinator as well as a Governor who has key responsibility for Positive Behaviour Management.**

**The core elements of the Policy are:**

## 1. RESPONSIBILITIES

- To have a Positive Behaviour Management Policy updated annually.
- Staff and volunteers are required to read the policy and implement.
- Training sessions which employees are to attend.
- Ensure staff work to the agreed procedures.
- Have and use the Anti-bullying / Cyber Bullying Policy responding to any complaint or issue within the school.
- Policy is available to parents and students via the website.
- To contact the Police in circumstances when there is serious concern about the behaviour of a student and there is substantial risk of injury or damage.

## 2. AIM OF THE POLICY

- To ensure the Policy is fully understood, is consistently implemented throughout the Centre and that effective mechanisms are in place for the monitoring and evaluation of the Policy.
- To establish a safe, positive and orderly environment throughout the school.
- To promote high expectations of positive behaviour through modelling.
- To teach students about socially appropriate and acceptable choices.
- To ensure that good behaviour is always recognised and rewarded.
- To set the boundaries in which students can feel successful and achieve.
- To ensure measures taken to respond to unacceptable behaviour are appropriate to the age, understanding and individual needs of the child.
- To enable staff to assess risk in order to manage any behaviour that challenges.
- To promote early intervention.

- Outline guidelines of application of reasonable force to defend themselves, or others to prevent self-harming and damage to property.

**The Governing Body will ensure that all of the above is undertaken in adherence with the following statutory and mandatory information and practice recommendations.**

- Use of Reasonable Force in Schools Guidance for Headteachers 2014 - Department for Education.
- Mental Capacity Act: Safeguards Deprivation of Liberty 2014.
- All training is delivered in line with the “Bill Code of Practice for Trainers in the use of Physical Interventions”.
- Working Together to Safeguard Children, A guide to inter-agency working to safeguard and promote the welfare of children (Home Office, Department of health, Department for Education and Employment, 2013).
- Keeping Children Safe in Education Department for Education 2014.

**DATE/TIME SCALE:** Reviewed as deemed necessary.

<b>Sean Mogg – Behaviour Management Coordinator</b>	
Revised: January 2015	Due for Revision: October 2016
Reviewed: June 2017	Due for next Review: June 2018
Reviewed: June 2018.	Due for next review: Sept. 2019.

# Positive Behaviour Management Procedures - Including Exclusion

## 1. INTRODUCTORY STATEMENT

Positive Behaviour Management is the responsibility of all staff and volunteers at Victoria Education Centre. It is a co-operative venture with mutual support, consistency and communication an essential component across Education, Care and Therapies, putting the student at the centre of everything we do.

At Victoria Education Centre we use MAYBO City and Guilds accredited Conflict Management Training to support our own approach to behaviour management.

## 2. PURPOSE AND AIMS

- To provide positive behaviour management support for students receiving services from or having contact with Victoria Education Centre.
- To promote the care, culture and environment, which encourages students to be able to reach their potential and have their welfare safeguarded.
- To ensure Victoria Education Centre encourages working together with students, young people, advocates, parents and carers in developing positive behaviour management approaches and plans.
- To provide all staff, including voluntary staff, with procedures outlined in this document to support positive behaviour management.
- To provide core procedures, which are mandatory to ensure staff undertake their responsibilities to respond appropriately to behaviour that challenges.
- To ensure compatibility with Livability's Policies and Procedures.
- To ensure staff operate within the Victoria Education Centre's expectations of Conduct and Good Practice to prevent against opportunities for incorrect practice to occur.

### 3. REWARDING POSITIVE BEHAVIOUR

#### Positive Contribution Awards

The idea behind this award is to identify the students who have made a positive contribution to the life of the school, such as helping and supporting others, working together, displaying sharing and caring attitudes.

Bespoke systems operate in each class and are tailored for individual personal behaviour needs.

### 4. CONSEQUENCES & SANCTIONS

#### Consequences

When praise and positive behaviour management strategies have not succeeded students must be made aware of the consequences of their actions. All staff have a responsibility to consistently apply and follow through with the consequences.

Staff are directed to stress that students have a choice as to how they behave and that consequences result from that choice.

Students must be informed and warned of the consequence of repeating behaviour. It is essential that this is done clearly and concisely.

The subsequent consequence is contact with the parent or guardian. This may be via note in the student's home/school communication book, letter, phone call, email.

#### Guidelines on Completing Sanctions Books

Sanctions can be given by all staff and should follow the guidelines set for the individual student in their Positive Behaviour Management Plan.

Any incident that results in the student receiving a sanction should be recorded by the member of staff implementing the sanction via an IRIS report. It is then the responsibility of the Duty Manager to sign off the IRIS report to ensure the Sanction Book is complete.

**All sanctions will be entered into the School 's Sanction Book, kept in the Reception office.**

Where possible the student should be given the opportunity to comment or add their view to any sanction and sign their name to it.

## 5. GUIDELINES ON REPORTING AN INCIDENT

### **An IRIS report should be completed for each Incident / Accident / Near Miss**

IRIS (Incident Reporting Information System) can be found on the Intranet Home Page. All staff can access IRIS using their username and secure personal password.

The completed IRIS reports are automatically sent to the Duty Manager of the day for check content, add further comment or actions and then sign off. The report then goes to the Senior Managers for them to ensure all further actions are complete and endorse and that, where appropriate, the incident has been fully investigated and reported on. The incident can then be signed off as complete.

The Data Administrator manages the IRIS system. All IRIS reports should be completed as soon as reasonably possible and within 24 hours of the incident. Assistance can be obtained for completing an IRIS report from the Data Administrator or Behaviour Support Coordinator.

## 6. WHEELCHAIRS AND THEIR RELEVANCE IN RELATION TO POSITIVE BEHAVIOUR MANAGEMENT.

- a. An ever increasing number of students are reliant on Wheelchairs for their mobility; the chairs are either powered or manual. In both chairs there is a responsibility for the students to understand safety and to be respectful of other students whilst moving around the building. To this end all students are issued with a driving licence which is used to monitor both their skills and attitudes when driving not dissimilar to the community rules for the driving of cars.
- b. The wheelchairs are issued to students taking into consideration their needs and abilities. As such students are often protective of their chairs and enjoy personalising them. Students and staff need to respect the importance of the chair to the individual and avoid moving or using it without permission or altering it in anyway before consulting with the students themselves.
- c. When a powered wheelchair is issued to a student they have to reach a required standard of driving. This process is enforced within the school environment by the use of Bronze, Silver and Gold awards.

- d. Students will get the opportunity to improve their skills and as they do they are offered increasing levels of independence both within the school and the environment. These levels of mobility are monitored by the use of the licences, as mentioned above, and points will be added to licences if the student is irresponsible in the use of their chair.
- e. If a student is involved in a situation whilst driving their powered chair which requires initially de-escalation strategies but these are unsuccessful resulting in further intervention, the removal of the powered function on the chair is viewed as physical intervention. The time of the intervention must be kept to a minimum.
- f. To avoid any loss of mobility and frustration wheelchairs need to be charged at night time. If a chair requires charging during the school day if possible attempt to find a replacement and keep the charging time to a minimum.
- g. The issue of the wheelchairs is following an assessment by the local wheelchair service. Any agreement as to the type of wheelchair, its level of mobility, i.e. powered or manual, and any amendment is agreed at the Clinic with liaison with the parents or carers. Therapy staff from VEC are often involved in the assessment but ultimately the contract is between the wheelchair services and the student and/or parent/carer. The official notes of the Clinic are kept by the relevant wheelchair service and a shortened version is held within the student's therapy notes at the school. The criteria for wheelchair issue varies from area to area and can be obtained by contacting the relevant wheelchair service.
- h. In the case of additions to wheelchairs and the client/student is unable to comment or express their preference, a Best Interest meeting needs to be held to establish mental capacity. An example of the format and protocol used by the local wheelchair service is available in hard copy.
- i. All students that drive a powered chair whether supplied by wheelchair services or privately owned are issued with a driving licence.

- j. The licence follows the rulings of the car driving licence and uses a points system to encourage responsible and safe driving. Points are added for causing damage to the environment, injury to a person or driving dangerously.
- k. The aim of the licence is to encourage students to use their skills acquired through the schools competency programmes - Bronze, Silver and Gold Awards - and also to encourage social responsibilities. Good skills and social awareness will result in continual wheelchair use. Any points will be taken off the licence in preparation for each new school term so all start the term with a clean licence.

## 7. EXCLUSION GUIDELINES

Contact is always made with home first to ensure parents are able / ready to receive the student following any exclusion.

### FIXED TERM EXCLUSION

#### Criteria:

- Allowing the child to remain in school would be seriously detrimental to the education or welfare of the student or to that of others at the school until further plans / adjustments are implemented for their safe return.
- Exclusion is the appropriate consequence within the Positive Behaviour Management Policy because of the seriousness of the incident or the student's failure to respond positively to the disciplinary sanctions used already.

#### Procedure:

- The Headteacher considers exclusion is appropriate.
- Contact will be made with the Parents on the day of the exclusion and letter sent detailing reason / duration / readmission meeting and any further advice.
- Staff to be informed of period of exclusion during morning briefing and reminded similarly on the morning of the student's return.
- Work to be requested from relevant staff and arrangements made for receipt. (Assistant Headteacher)
- Re-admission: after exclusion of up to 5 days: Where appropriate a meeting will be held between the student and relevant staff to reinforce expectations of future behaviour with parents invited to attend.

- Following exclusion, a mentor to be allocated for an appropriate period and monitored through a Report Card which parents will sign. (Assistant Headteacher)

## PERMANENT EXCLUSION

### Criteria:

- It is the final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed.
- It is the appropriate response to serious offences, such as those involving violence, where the welfare of staff and/or students is threatened.

### Procedure:

- Headteacher considers permanent exclusion is the appropriate sanction.
- Only the Headteacher can authorise exclusion.
- Standard format for exclusion letters to be followed.
- Staff to be informed through briefing/meeting.
- Governing Body/Local Authority to be informed.
- Work to be requested from relevant staff and arrangements made for receipt.

## IMMEDIATE REMOVAL

- The Duty Manager for the day is able to make this decision.
- A student can be removed from school for one school day or less under emergency conditions and without a prior hearing.

## 8. Training support

All staff are expected to attend the one day training in Conflict Management MAYBO level 1 and for this course to be refreshed bi-annually. This course is designed to provide the trainee with the knowledge and skill base to identify risk, increase knowledge of human biomechanics when in conflict situations, primary / secondary and tertiary responses to behaviour, communication, listening skills, signalling non-aggression.

Staff will not be expected to undertake the use of reasonable force without knowledge of the school's policy. New staff will be fully briefed prior to authorising their participation. Training will include clarification of the circumstances when physical intervention should be used.

Staff involved in incidents of physical intervention will be offered the opportunity to access personal support, including counselling, at their request to the Head teacher.

The Individual Positive Behaviour Management Plan for the child being supported should form the basis of the training required by staff and can form several strands.

## Physical Intervention Training

### Understanding Behaviour

Staff should be competent in understanding behaviour that challenges, particularly in regard to understanding the whole person, any conditions they may have and communication needs. When staff support children who may require any of the interventions in this procedure, they should be competent to use distraction and de-escalation techniques. In addition the use of physical interventions techniques should only be used in conjunction with the risk assessment and PBMP.

MAYBO is a staged approach where an intervention has been deemed necessary. A Level 2 trainer should have assessed any physical intervention as suitable for the individual it is intended for. This agreed physical intervention technique will be clearly documented in the PBMP together with all other preceding strategies.

The Head teacher is responsible for identifying the training required and this training will be co-ordinated through the Learning and Development department. This may be proactive e.g. new member of staff working with a student who is known to regularly require physical intervention or alternatively, as a 'further action' through IRIS if a member of staff has been involved in an incident whereby they have had to use a Physical Intervention and may need to in the future. It is the responsibility of the trained MAYBO Level 2 instructor to ensure the intervention is the least intrusive to ensure the safe success of the desired outcome

All training is delivered in line with the "BILD Code of Practice for Trainers in the use of Physical Interventions".

### Emergency Assistance

Occasionally, emergencies arise when a member of staff may need immediate aid (e.g. when someone may be hurt or injured). The call system can be used to summon help from a member of the Senior Leadership Team or Behaviour support. The Senior Leadership Team and the Behaviour Support Coordinator have a call assistance pager

and these should be on their person and turned on at all times. If for any reason they are not available, it is their responsibility to make others aware.

Senior staff and the Nursing Team also carry radios and any staff working alone should always ensure a colleague knows both where they are and at what time they expect to return.

## 9. PARENT PARTNERSHIP

Class Leaders and STAs provide the vital and important first point of contact with parents.

In the event that a young person is involved in an incident that requires an emergency physical intervention (unplanned or documented in their PBMP) then it is the responsibility of the duty manager to ensure the parent/s or guardian have been informed. This must be completed within 24 hours and good practice would denote this be done before the end of the school day.

Any unplanned intervention will be investigated by the duty manager and under the lead of the Behaviour Management Coordinator information shared with the parents and support team to look at what proactive measures can be implemented to prevent or minimise the potential or risk of reoccurrence. If felt the risk of reoccurrence was still present then would need to be included into a PBMP (to follow the full PBMP reviewing process) to ensure safe and consistent approach are used including all relevant strategies to prevent or avoid a physical intervention being used.

Positive relationships with parents and carers are essential for the Centre to be successful. Parents and carers are encouraged to develop a shared approach and to become involved in the implementation of the Centre's Positive Behaviour Management Plans.

Links with parents take the form of:

- Communication regularly through the home/school communication book, use of telephone and email.
- Letters home with information regarding events, trips, etc.
- Parents' afternoons/evenings to discuss their child's progress.
- Following up the concerns of parents.
- Helping and taking an interest in homework.
- Support for extra curricular events.
- Direct communication through individual meetings.
- Annual/Transitional/EHCP Reviews and reports.

## 10. WHAT IS REASONABLE FORCE?

The term 'reasonable force' covers the broad range of actions used that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. (Section 93, Education and Inspections Act 2006).

### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools are prohibited from using force as a punishment.

### **Power to search pupils without consent**

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following prohibited items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

## WHO CAN INTERVENE

### Authorised Staff

In line with DfE guidance on physical intervention, all staff at Victoria Education Centre are authorised, within the content of this Policy and the legal position indicated above, to use reasonable force to control or restrain students.

### 11. Risk Assessment / Planning for incidents

If the school is aware that a student is likely to behave in a way that may require physical control or restraint, a written protocol for that student will be developed. This will include:

- A description of behaviour sequences and settings which may require a physical intervention response.
- A risk assessment which balances the risk of using a restrictive physical intervention against the risk of not using a physical intervention.
- A record of the views of those with parental responsibility.
- A system of recording behaviours and the use of restrictive physical interventions using an incident book with numbered and dated pages.
- Previous methods which have been tried without success.
- A description of staff involved.
- The ways in which this approach will be reviewed, the frequency of review meetings and members of the review team.

### 12. RECORDING AND REPORTING – PHYSICAL INTERVENTION

As soon as is reasonably practical following an incident in which physical force has been used, the member of staff involved must complete an IRIS report. It is then the responsibility of the Duty Manager to complete the Physical Intervention book and ensure the staff involved receive a debrief as soon as is appropriate after the incident.

Such records are to be completed at the earliest opportunity and no later than 24 hours after the incident. Where physical interventions are used children are encouraged to write or otherwise have their views recorded and sign their names against them, if possible, in the records kept by the school.

### 13. COMPLAINTS

Incidents involving the use of force can cause the parents of the pupil involved great concern. It is a statutory requirement to inform parents of an incident involving their child and give them an opportunity to discuss it.

- a) Involving parents when an incident occurs with their child, plus a clear policy about physical contact with students that staff adhere to, should help to avoid complaints from parents.
- b) The possibility that a complaint might result in a disciplinary hearing, or a criminal prosecution, or in a civil action brought by a pupil or parent, cannot be ruled out. In those circumstances, it would be for the Disciplinary Panel or the Court to decide whether the use and degree of force was reasonable in all the circumstances. In that event, however, the Panel, or Court, would have regard to the provisions of Section 550A. It would also be likely to take account of the school's policy on restraint, whether that had been followed and the need to prevent injury, damage, or disruption, in considering all the circumstances of the case.

### 14. Physical contact with Students in other circumstances

- a) There are occasions when physical contact with a pupil may be proper or necessary other than those covered by Section 93 of the Education and Inspectors Act 2006. Some physical contact may be necessary to demonstrate exercises or techniques during lessons, or if a member of staff has to give First Aid. Young children may need staff to provide physical prompts or help. Touching may also be appropriate where a pupil is in distress and needs comforting. Staff will use their own professional judgement when they feel a pupil needs this kind of support.
- b) There may be some children for whom touching is particularly unwelcome. Some pupils may be particularly sensitive to physical contact because of their cultural background, or because they have been abused. Physical contact with pupils becomes increasingly open to question as pupils reach and go through adolescence and staff should also bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

### 15. POSITIVE BEHAVIOUR MANAGEMENT PLAN (PBMP)

A student requires a PBMP if they are considered to regularly present or likely to repeat in the future a behaviour that challenges. They are either put in place as part of the assessment process where information will be sourced from their previous placement/parents and observations. Alternatively concern can be raised by any member of staff through IRIS where a Multi Disciplinary Meeting (MDM) can be called to discuss

whether a plan is required. The Duty Manager signing off the IRIS is responsible for adding a 'further action' for Behaviour Support to call an MDM.

The Behaviour Support Coordinator will arrange and chair the MDM where the PBMP is written by the Behaviour Support Coordinator in conjunction with a working group covering all areas of the students care, therapy and education.

The PBMP is then reviewed every term by a similar working group. All relevant staff are invited to the meeting and if unable to attend, their views are requested in writing. Minutes are kept on the Intranet of each PBMP review and a version history of the subsequent updated PBMP.

Attached is an example of a blank PBMP. Students who have a PBMP can be found in the following locations:

- Intranet > Student Details > Behaviour > Class > Student Name
- Behaviour Coordinators Office
- Student Care Files
- Trips Out Files
- Therapy Files
- Dining Halls

## 16. LINKED DOCUMENTS AND WEBSITES

- Supporting Children with behaviours that Challenge (Livability)
- Safeguarding Policy (VEC)
- <https://www.gov.uk/government/publications/post-legislative-assessments-of-the-education-and-inspections-act-2006-childcare-act-2006-and-children-and-adoption-act-2006>
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/372753/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/372753/Keeping_children_safe_in_education.pdf)
- Anti Bullying / Online Bullying (VEC)
- [http://www.minimumstandards.org/nms\\_childrens\\_home.pdf](http://www.minimumstandards.org/nms_childrens_home.pdf)
- BILD Code of Practice for minimising the use of restrictive physical interventions: planning, developing and delivering training
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- <https://www.gov.uk/government/publications/mental-capacity-act-deprivation-of-liberty-safeguards>
- <http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/clneed/s/a0013105/guidance-on-the-use-of-restrictive-physical-interventions>

# APPENDICES

## Appendix 1 MAYBO materials

Managing conflict	
DO	DON'T
Use humour – it builds bridges	Humiliate – it breeds resentment
Keep calm – it reduces tension	Sarcasm – it's counter productive
Listen – it earns respect	Over reacting – the problem will grow
Be consistent – it aids understanding	Shouting – it diminishes you
Know your students – it develops confidence	Blanket punishments – innocent will resent them
	Audiences – the desire to entertain/ save face will exacerbate a problem

Avoiding Confrontation	
DO	DON'T
Intervene early	Shout
Appear calm and confident	Appear angry
Get close and talk quietly	Ask 'open' questions (e.g. why...? Or are you...?)
Avoid an audience	Make promises you cannot fulfil
Restate expectations	Make personal comments
Offer choices	Back the pupil into a corner (literally or metaphorically)
Allow time and space	
Get someone else to take over if you think it's personal or more than you can manage	

De-escalation	
DO	DON'T
Sit down	Take angry comments personally
Break eye contact	Appear angry
Divert the focus (e.g. by humour – not sarcasm – by suggesting a different activity, even work!)	'Invade' personal space
Encourage, talk and be prepared to listen	Insist on 'getting your own way'
Be prepared to lose face	

**Remember if faced with a conflict situation to perform your Dynamic Risk Assessment**

SAFER		Open PALMS	
<b>S</b>	<b>Step Back</b>	<b>P</b>	<b>Position</b>
<b>A</b>	<b>Assess Threat → POPS Person/Objects/Place/Situation</b>	<b>A</b>	<b>Attitude</b>
<b>F</b>	<b>Find Help</b>	<b>L</b>	<b>Look &amp; Listen</b>
<b>E</b>	<b>Evaluate</b>	<b>M</b>	<b>Make Space</b>
<b>R</b>	<b>Respond</b>	<b>S</b>	<b>Stance</b>

## Appendix 2 VEC Materials

# VICTORIA EDUCATION CENTRE

## Risk Assessment for Positive Behaviour Management

Student's Name:	DOB:
Staff member to oversee Risk Assessment:	
Date of Risk Assessment:	

At Victoria Education Centre and Sports College our Positive Behaviour Management Plans (PBMPs) are based on an individual analysis of risk behaviours. The following form is to be used to construct an individualised risk assessment.

Please use the table to record the following aspects of risk assessment. This will help you to plan your preventative measures more specifically.

Behaviour (Risk)	Target	Probability	Severity	Influencing factors
	Self	HL Highly likely	Severe	1-12
	Staff		Moderate	
	Student	L Likely	Mild	
	Visitor	UL Unlikely		
	Property			
Verbal aggression threatening, swearing				
Physical aggression				
Kicking				
Punching				

Biting/Scratching/Spitting (please circle)				
Hair Pulling				
Intimidation (communicated by physical action)				
Damage to property				
Running away from immediate environment				
Running off site				
Refusal to move				
Use of equipment as weapon (wheelchair ramming)				
Use of weapon				
Other				

The headings are described in more detail overleaf. Numbers and letters may be transcribed as appropriate.

**Use the previous table to record these aspects of risk assessment:**

**Target**      Used to indicate the person whom the behaviour is usually directed, using the following key:

**Self**      The student

**Staff**      Members of staff

**Students**      Other students

<b>Visitors</b>	Visitors to school; members of public when outside school
<b>Property</b>	The physical environment
<b>Probability</b>	Record an informed estimate of the likelihood that the behaviour will occur again, ranging from:
<b>HL</b>	Highly likely. Behaviour is more likely than not to occur
<b>L</b>	Likely. There is a possibility the behaviour will occur
<b>UL</b>	Unlikely to occur. Although the behaviour may have occurred before, the context has changed or can be changed to make it unlikely to happen
<b>Severity</b>	Make a judgement about the seriousness of the each predicted behaviour:
<b>Severe</b>	This would include physical injury requiring medical attention; extensive damage to property; directly affects safety and well-being of others.
<b>Moderate</b>	Could include physical injury requiring basic first aid; minor damage to property; some distress caused to self or others; disrupts learning of others
<b>Mild</b>	No physical injury, damage to property; impacts on their own learning/activity.

### Influencing factors

Risk assessment also involves an analysis of 'hazards' – the environmental factors which influence the probability of the behaviour causing concern. At Victoria Education Centre and Sports College these 'hazards' are likely to include features of the daily timetable, and interaction with others.

Use the numbers below to record the each influencing factor on the table overleaf:

- 1 Periods of unstructured activity
- 2 Transition times
- 3 Availability of dangerous equipment
- 4 Periods of increased pressure
  - A home factors (change of home circumstances)
  - B school factors (changes to routine, assessments, medical needs)
  - C other (please specify)
- 5 Spaces which involve close physical proximity
- 6 Large groups
- 7 Particular students or adults
- 8 Sharing
- 9 Losing in games
- 10 Excluded by peers
- 11 Activity too hard/easy
- 12 Other

### Primary Responses:

A range of common proactive preventative measures can be taken to reduce the risk associated with behaviour difficulties. Use the table below to show whether these are:

- P** Currently in place
- A** Currently being actioned
- N** Currently not required

Please tick

Primary Responses	P	A	N
Eliciting student's view in planning and review			
Providing regular feedback and pastoral support to student			
Involving parent/carer in decision-making and planning			
Involving outside agencies (e.g. EP, EWO, Social Services)			
Establishing a Positive Behaviour Management Plan (PBMP)			
Providing regular supervision to staff working with the student			
Adapting/differentiating the curriculum to reflect challenge			
Adapting group arrangements to promote positive peer models and minimise inappropriate contact			
Arranging furniture and other equipment to minimise movement and frustration			
Providing rest breaks/time-outs/change of activity opportunities			
Provide a range of rewards which the student can earn by demonstrating positive behaviour			
Providing a clear consequences when the student demonstrates difficult behaviour			
Identifying the message communicated by the student's behaviour			
Providing staff support, such as start/end of day, break-times			
Reviewing difficult incidents in order to learn from experience			
Other primary responses			

The following table refers to secondary action taken to prevent escalation.

Secondary Responses	P	A	N
Active Listening			
Environmental adaptation (removing triggers)			
Diversion/distraction			
Assistance in the use of an agreed strategy such as a particular communication symbol, or an exit card (please specify)			
Physical intervention (only Maybo Stage 2 trained staff) *			
Other secondary responses			

\* All physical intervention must take place within the context of the Positive Behaviour Management Policy. Specific training in physical intervention is available through our licensed Maybo tutors.



## Positive Behaviour Management Programme (PBMP)

Name:

Date of Birth:

Date PBMP was started:

Date of this update:

At Victoria Education Centre students that present behaviour that challenges on multiple occasions have an individual plan. Having observed the behaviour, assessed the risk and identified possible triggers the plan is then developed by the Behaviour Management Coordinator in conjunction with the Student themselves, Parents, Teacher, Class team, Residential staff, Therapist and external agencies where appropriate.

This plan has been produced to help everyone manage situations in a consistently. The plan will be updated regularly by the multi-disciplinary team involved with the student, and should be read and followed by all staff working with the student.

Things I really enjoy doing and help keep me happy/ relaxed and safe

- 

Things that I can find difficult (triggers)

- 

Sometimes I can present the following behaviours that may challenge

-

I will let you know when I am finding something difficult by (warning signs)

- 

Things that help when I am finding it difficult to manage my own behaviour

- 

When Staff identify that I am a risk to myself, others or severe damage to property the following Physical Interventions may need to be used:

- 

Positive reinforcement:

-

Additional comments from the student

**Name:**                      **Date of Birth:**                      **Date of this update:**

These strategies have been developed by the Behaviour Management Coordinator in conjunction with the Student themselves, Parents, Teacher, Class team, Residential staff, Therapist and external agencies where appropriate. The strategies will be updated regularly by the multi-disciplinary team involved with the student, and should be read and followed by all staff working with the student.

Behaviour	Prevention	First Response	Escalation	Strategy	Intervention	Key Points

**Post incident:**