Shaftesbury Education

December 2024

Positive Behaviour Support Policy and Procedure

This document relates to	
Shaftesbury Education	✓

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1. General Principles

1.1 The purpose of this policy is:

To provide guidance to teachers/lecturers and their teams, parents and carers, governors and other stakeholders on how to support students to self-regulate, manage their behaviour and feel safe so that they are ready to learn.

To ensure our practices are always based on evidence and the best current research.

1.2 Basis for this policy

To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs and to provide an environment where students can learn and achieve their potential.

2. Principles

2.1 Person-centred

As an organisation, one of our key values is Valuing the Individual. We respect the equality and unique value of every individual and create opportunities for people to fulfil their potential. A person-centred plan helps identify the needs and goals of the person and emphasises community participation, meaningful social relationships, more opportunities for choice, the creation of valued roles respected by others and ongoing development of personal competencies. It goes beyond the immediate support required, but emphasises dignity, respect and working in the individual's best interest.

2.2 Working with others important to the individual

Our focus is on addressing each individual student's needs, aspirations and overall quality of life. A Positive Behaviour Support approach includes working with those who are important to the student. It is essential to develop a shared understanding about the person, the role of behaviour and how to empower them in the overall process of planning and delivering support.

2.3 Maintaining skilled and competent staff

We recognise our services can only achieve these aims if managers and staff teams have the personal strengths, commitment and level of skill to work in this way. Induction, training, supervision, coaching, mentoring and reflective learning are all ways that will enable us to accomplish this.

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2.4 Effective communication

Positive Behaviour Support uses assessments that look beyond the behaviour and seek to understand the social, emotional, cognitive and environmental factors influencing such behaviour. All interaction and interventions provide an opportunity to learn and embed the outcomes in the person-centred plan.

2.5 Developing a plan to provide Positive Behaviour Support

Understanding our students and their individual needs enables us to plan in a way that keeps the person at the centre of our approach and involved as much as possible. The plan must consider how we as supporters can work to avoid creating conflict and concern and ensure the student is as self-managing as possible.

3. Our Ideas

We recognise that our students have complex needs which will contribute to their ability to self-regulate and manage their behaviour in a positive manner. This in turn will impact on their readiness to learn. Consequently, we adopt a holistic, whole-person approach across our settings to ensure we are planning for the needs of all our students.

Behaviour which can be challenging occurs for a reason. Predominately such behaviours are a form of communication and the genesis of the communication will be different for all our students. Individual positive behavioural support plans allow us to support students and develop their self-regulation skills.

Our beliefs:

- All our students have learning difficulties and other complex needs which impact how they learn to regulate and manage their behaviour.
- Our students want to behave well.
- Behaviour is a means of communication. We aim to ensure that all students are supported to communicate their needs safely and appropriately using their preferred communication systems.
- With the right support and intervention, students can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process and we recognise that all our students are at different stages of the developmental process.
- Teachers/lecturers and class teams must have opportunities to understand and gain insight into why students become dysregulated and how this affects their behaviour.

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4. Supporting Self-Regulation and Positive Behaviour

4.1 Quality of relationships

Guidelines for establishing positive relationships with students:

- Actively build trust and rapport with all our students.
- Have high expectations for our students.
- Recognise achievements.
- Identify and communicate the strengths of students.
- Treat students with respect and dignity by always checking for their permission/approval for support offered.
- Reflect on any observed behaviour and consider the intent of the behaviour (communication).
- Apologise when you make a mistake – you are modelling this for the student and this will support you to build trust and respect.
- Quietly, but firmly, hold appropriate boundaries for students.
- Seek support from wider professional networks to problem-solve behaviour that challenges.
- Always be respectful to students; do not talk about them over their heads.
- Ensure you are non-judgmental about students' life experiences.
- Name and manage your own emotional reactions to students' behaviour; seek help if you are finding it difficult to manage your feelings about a student.

4.2 Supporting our students effectively

If we are able to meet the needs of our students effectively then we would expect challenging, harmful or self-injurious behaviours to reduce.

We can achieve this by:

- Having appropriate communication systems in place for the student.
- Being aware of students' sensory processing difficulties and having appropriate strategies/resources in place to help them to return to a better state of regulation.

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- Accurately assessing and understanding students' needs using all appropriate information: EHCP, Reviews, Therapy Reports, etc.
- Drawing up appropriate positive behaviour support plans and one page profiles.
- Having high expectations for students and supporting the development of their resilience.
- Supporting students to develop high self-esteem, so they believe that they can succeed.
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the students to do.
- Knowing what motivates each student.
- Planning and delivering learning activities at the appropriate level/point for the student.
- Where appropriate, including the student in assessments and drafting targets.
- Praising the student for specific achievements.
- Actively teaching the student behaviour for learning.

4.3 Class rules

Consistently applied class rules will have a positive impact on behaviour.

Class rules should be:

- Few in number.
- Where developmentally appropriate, agreed with the student.
- Communicated in a way that the student can understand, including visual cues, objects of reference, social stories, etc.
- In positive language – things we are going to do.
- Regularly referred to by the class team.
- Appropriate to the activity/lesson and developmental range of the student.

4.4 Routines

Routines will enable the student to understand expectations, manage anxiety and prepare them for learning.

Routines should be:

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- Consistent.
- Explicitly taught.
- Evaluated and changed to **supportively allow the student to positively manage with change.**

4.5 Communication and social interaction

Behaviour that challenges often has at its source a deficit in communication. Class teams need to have strategies in place to support students to communicate how they are feeling and what they need to do to reduce their anxiety.

Classes should:

- Ensure communication strategies and devices allow the student to communicate how they are feeling.
- Recognise that a student may need time to process information.
- Recognise that a student may have difficulty in understanding facial expressions and tone of voice.
- Understand students might have difficulty remembering or conforming to social rules and conventions.
- Be aware that students might not be able to recognise and/or understand their own emotions.
- Realise that students might not understand other people's emotions.
- Know that students might have difficulty predicting what will/could happen next – which might make them anxious.
- Appreciate that students may lack awareness of danger.
- Understand students need to be prepared for changes and transitions.
- Prepare students for coping with new and unfamiliar situations.
- Know students will have difficulty in managing social expectations and/or interactions with peers, including friendships and bullying.

4.6 Visual resources and augmentative and alternative communication systems

Classes need to support students' communication options by using visual resources and augmentative and alternative communication systems. This is because:

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- Visuals are permanent – spoken words disappear.
- Visuals allow time for language processing.
- Visuals prepare students for transitions allowing them to feel less anxious and self-regulate better.
- Visuals help build independence, confidence and self-esteem.
- Visuals are transferable between environments and people e.g. between home and school/college, or when going on trips or visits off-site.
- Visuals are helpful when children or young people have become dysregulated as it replaces verbal communication and social interaction, which in times of distress can hinder de-escalation.
- Visuals reduce anxiety which impacts on self-regulation and positive behaviour.

4.7 Understanding self-injurious behaviour

Self-injurious behaviour is when a student physically harms themselves. It's sometimes called self-harm. This might be head banging on floors, walls or other surfaces, hand or arm biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching or pinching, forceful head shaking. A student may have no other way of telling us their needs, wants and feelings.

When it happens staff should work collaboratively with the student, their parents or carers and other professionals to try to find ways to prevent or replace this behaviour:

- Respond quickly and consistently when a student self-injures. Even if you think what the student is doing is to get attention, it is never appropriate to ignore severe self-injurious behaviour.
- Keep responses low key. Limit verbal comments, facial expressions and other displays of emotion. Try to speak calmly and clearly, in a neutral and steady tone of voice.
- Reduce demands: the student may be finding a task too difficult or overwhelming.
- Remove physical and sensory discomforts – consider sensory processing difficulties and diets.
- Redirect: tell them what they need to do instead of the self-injurious behaviour, e.g. "Billy, hands down". Use visual cues such as picture symbols to support instructions.
- Use barriers: place a barrier between the student and the object that is causing harm. For head slapping, place a pillow or cushion between the head and the hand. For hand or arm biting, provide another object to bite down on like a chewy.

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- Consider physical restraints: if there is risk of serious harm, the class team will work with parents, carers and other professionals to use physical restraints such as arm restraints, gloves or helmets. These may also reduce the sensory experience and frequency of the behaviour. Physical restraints are very restrictive and should always be used under the guidance of a specialist/therapist to ensure they are used safely and appropriately, and with a plan to fade out use over time. Physical restraints do not address the root cause of the behaviour, so must never be used in isolation without teaching the student new skills which address the reason for the behaviour.

4.8 Choice

We have the following approach to choice:

- We nurture students' capacity for making choices.
- We actively encourage students to choose to do the right thing and, where appropriate, explain the consequences of their choices, both positive and negative.
- We use specific descriptive praise when we see students making a good choice.

4.9 Rewards

We always seek to reward the behaviour we wish to encourage (just as we seek to ignore, as much as possible, the behaviour we wish to discourage).

Examples of rewards are:

- Descriptive praise – e.g. 'Thanks for using your communication book to tell me how you are feeling'.
- Symbolic rewards such as WOW's and certificates.
- Communications with parents and carers to inform them of a student's achievements.
- Special responsibilities.
- Special privileges.
- Preferred activities on top of their normal curriculum such as IPad, computer time, outside play, etc.

4.10 Sanctions

Examples of sanctions are:

- Moving the student to another room to work.
- Making up lost time.

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- Spending time with a supportive adult discussing an incident.
- At the appropriate time, apologising to others and repairing relationships.

Behaviours need to be reflected upon and discussed so that precursors and triggers can be identified.

5. Further Strategies to Support Student to Regulate

The strategies above should support the majority of students, the majority of the time. However, when we have tried these and students are dysregulated, we may look for additional support.

Such as:

- Putting in additional support, tailored to the specific needs of each student.
- Multi-disciplinary team meetings, allowing a range of professionals to discuss support strategies for a student.
- Antecedent Behaviour Consequence and Communication (ABBC) observation charts are used to identify precursors, triggers and what the student is attempting to communicate through their behaviour.
- Medical investigations to ensure a student is not in pain or unwell or to identify emerging issues that might be impacting on a student's emotional well-being or mental health.
- Updating Positive Behaviour Support Plans and Risk Assessments and sharing them with relevant staff/professionals and parents/carers.
- Looking for additional support from professionals outside the education setting.
- Parental and family support to implement agreed changes in support strategies.

Positive Behaviour Support is a person-centred approach to supporting our students. It involves understanding the reasons for any behaviour and considering the student as a whole – including their life history, physical needs, cognitive ability and emotional needs to effectively support them. It focuses on creating physical and social environments that are supportive and capable of meeting students' needs and teaching them new skills to replace behaviours that challenge.

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Consequently, some students will need very specific and detailed planning, which could include a shortened day, off-site provision, home learning or a blend of any of these elements. When significant adaptions are made to a student's school/college day, we will always plan jointly with parents and carers, multi-disciplinary teams, the Local Education Authority and external agencies.

6. Bullying (including Cyber-Bullying)

We do not tolerate bullying, but we acknowledge that some of our students may not fully understand how their behaviour impacts on others or that it could be experienced as bullying.

Bullying should never be ignored. All instances of bullying must be recorded on a Cause for Concern form and parents and carers should be informed by a teacher/lecturer of any bullying incident.

Every instance of bullying needs to be addressed, with each student involved, as appropriate, reflecting on their behaviour and where possible apologising and agreeing to stop the behaviour. Further information on this can be found in our Online Safety and Peer on Peer Abuse policies.

7. Discriminatory Language or Incidents

Although rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are **not acceptable** within our school/college communities. **All** incidents must be recorded on a **Cause for Concern form**.

Some students will use discriminatory language without understanding and therefore will need to be supported to communicate respectfully in the setting and the community. In some extreme cases the education setting may need to draw upon its Prevent strategy and policy.

8. Restrictive Physical Intervention

In line with the Restraint Reduction Network, Shaftesbury Education operates a policy of not using physical interventions or restrictive practices except where it is deemed to be absolutely necessary to ensure the safety of our students and/or others. Such interventions will always be a last resort having explored all other approaches.

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Our guiding principles for the use of any physical or restrictive interventions can be summarised by the following:

- Physical interventions will only ever be used as a last resort.
- Physical interventions will only ever be used when it is considered in **the best interests** of the person.
- Physical interventions will only be employed after every other strategy has been tried. The only exception to this is in an emergency situation when the immediate use of a physical intervention is necessary immediately in order to satisfy every other condition set out here.
- The only planned physical interventions used are ones that are authorised by the British Institute of Learning Disabilities (BILD) and which staff have been trained in as part of a BILD accredited training session.
- Physical interventions will never be used to punish, discipline, or inflict pain on a person.
- Physical interventions will always involve **the minimum amount of force necessary** and for **the minimum amount of time required**.
- Physical interventions must never be used to make a situation easier for staff.
- All cases of a physical intervention must be recorded.

We have a legal duty of care to all students and staff in our education settings. There is legislation which applies to education settings which defines the authorised use of physical interventions under specific circumstances. Further, there are legal principles that allow for the use of reasonable force in order to prevent individuals from doing, or continuing to do, any of the following:

- Causing harm or injury to self or other persons.
- Causing serious damage to property.[1]
- Committing a criminal offence.

In any such cases where there is a significant cause for concern relating to the safety of an individual and/or others at the setting, staff may use **reasonable force if it is proportionate**.

What is 'reasonable' is not defined in law.

[1] Damage to property may be considered 'serious' if, for example, it includes the use of a weapon (improvised or otherwise), involves self-harm or harm to others, exposes conditions which could cause a significant safety risk such as arson or potential arson.

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However, the use of force may be considered to be reasonable if it is **proportionate** to what it is intended to prevent. This means that the degree of force used should be no more than is needed to achieve the desired end, which usually would be defined as preventing harm or further harm. As a result, making a decision about the use of any physical intervention, particularly a restrictive one, must be both **reasonable and proportionate** and must be in order to prevent harm or significant damage (which would in turn likely lead to harm). In all cases, the staff member's professional judgement should also determine that the intervention is made in the 'best interests' of those at risk.

We can never define every case or situation in which a physical intervention should or might be used: every case will depend upon what is happening at that time, the individual(s) involved and the broader context. Therefore, the decision to use a physical intervention has to be the professional judgement of an individual practitioner who is making a 'dynamic risk assessment' at that moment. The guiding principles within this document should provide us all with the framework within which to make these decisions.

Remembering our duty of care, there are some circumstances in which a failure to act could be viewed as negligence – for example, failing to prevent somebody stepping out in front of a moving vehicle.

8.1 The Difference between a Restriction and a Deprivation of Liberty (DoLs)

Any interventions may at the extreme constitute a temporary restriction of liberty. There is never a situation in which we would deprive somebody of their liberty.

The Mental Capacity Act 2005 provides a precise legal definition of what constitutes restraint.

'The use or threat of force to help do an act which the person resists, or the restriction of the person's liberty of movement, whether or not they resist. Restraint may only be used where it is necessary to protect the person from harm and is proportionate to the risk of harm.'

This applies to anybody from the age of 16 and makes provision for the use of restraint to restrict the person's movement if:

- it is **reasonable** to believe that the use of restraint is necessary to prevent harm to that person or other persons
- it is a **proportionate** response to the likelihood or seriousness of that harm.

Restraint should always be used as a last resort.

However, under the Mental Capacity Act, a restraint is not allowed which would **deprive** somebody of their liberty. Under the Mental Capacity Act, a Deprivation of Liberty Safeguards (DoLS) is an assessment which provides legal protection for people who lack capacity and

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who need caring for in a way that would deprive them of their liberty. A deprivation of liberty can be defined if a person:

- Is under continuous supervision and control.
- Is not free to leave.
- Lacks capacity to consent to these arrangements

Any situation where a deprivation of liberty might be considered necessary requires authorisation from the court of protection.

8.2 Recording and De-Briefing after a Physical Intervention

In all cases of a physical intervention an incident report must be completed, including a body map, and submitted to a member of the Senior Leadership Team (SLT) using Child Protection Online Management System (CPOMS). All instances of physical interventions will be recorded accurately and monitored.

9. Positive Behaviour Support

The overall aim of Positive Behaviour Support is to improve the quality of the individual student's life and the quality of life for those around them. It is not a quick fix. Positive Behaviour Support means that students receive the right support at the right time. The right conditions need to be created and maintained so students can achieve the quality of life that they want and deserve to have. Successful implementation needs a whole organisational approach and ongoing commitment.

We see good Positive Behaviour Support happening in these five ways:

1. Personalisation: Evidence of consistent actions being taken to enhance an individual's quality of life and wellbeing. These actions would have been created or agreed with the person and written into a plan. The actions would support the person to be engaged in activities that are meaningful to them and enable them to experience an ordinary life within their community.

2. A psychological understanding of behaviour: Practitioners use standardised assessment tools to inform function-based interventions that are practically applied to the benefit of the individual. Assessments would take into account the person's history and individual characteristics including strengths, any cognitive differences, emotional and physical needs and any traumatic life events.

3. Active implementation: Clarity around every person's role and responsibilities, together with evidence of good leadership at the setting and at an organisational level. Support would

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be progressive and developmental for the individual and all other people involved. This would include the teaching and learning of new skills. Any restrictions deemed necessary would be kept under continual review and the least restrictive approach would always be taken.

4. Evidence based: Data, both hard and soft, would be used to inform assessments, to evaluate intervention, and to monitor and improve the quality of life and wellbeing of the student and others. Information should be collected from the student themselves and their families and supporters to see if things have got better for them.

5. Multi-component interventions: Proactive strategies to prevent or reduce triggers and events that evoke or maintain behaviours of concern. Interventions would be designed to support personal development and learning and maintaining new skills. Coping strategies would be prioritised and there would be evidence that the environment had been altered to ensure it was the best possible fit for the person. Reactive strategies available to help people keep safe when needed. Support would be based on assessed need and utilise a range of evidence-based therapies.

10. Assessing, Reviewing, Recording, Reporting and Monitoring

All behaviour incidents must be recorded within one hour of the incident. Behavioural data is monitored to ascertain trends and patterns and regularly analysed to assist in ascertaining the effectiveness or otherwise of behavioural interventions.

- Significant increases in behavioural incidents must be reported to SLT to be investigated for possible causes.
- Every use of restrictive physical intervention arising from a behavioural incident must be recorded within one hour of the incident.
- A member of SLT must be informed of any incidents of restrictive physical intervention within one hour of the incident.
- Injuries or accidents from behavioural incidents must be recorded.
- All serious behavioural incidents should be reported to SLT immediately.

11. Training

All staff will receive safeguarding training, autism training and Maybo training as part of their induction.

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12. Success Criteria for our Policy

1. All incidents are appropriately recorded and reported.

2. Restrictive physical interventions are minimised and are not rising without a well-documented rationale.

3. All cases of bullying are dealt with quickly and effectively.

4. All staff are clear on their duty of care and act appropriately.

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Policy Ownership

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Appendices

Appendix One: List of Related Policies

- Online Safety Policy
- Peer on Peer Abuse Policy
- Prevent Duty Policy
- Prevent Risk Assessment
- Transitions Policy

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