

Positive Behaviour Support Policy and Procedure

Aims

- ❖ To provide guidance to Lecturers and their teams, parents and carers, governors and other stakeholders on how to support our students to self-regulate, manage their behavior and feel safe so they are ready to learn
- ❖ To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.
- ❖ To ensure our practices are always based on evidence and best current research.
- ❖ To provide an environment where our students can learn and achieve their potential.

Principles

Person-centred. 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 on-going development of personal competencies. It goes beyond the immediate support required but emphasises dignity, respect and working in the individual's best interest.

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

Maintaining skilled and competent staff. We recognise our services can only achieve these aims if the managers and staff teams have both the personal strengths, commitment and the 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.

Effective communication. Positive Behaviour Support uses assessments that look beyond the behaviour itself 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.

Developing a plan to provide Positive Behaviour Support. Understanding the person and their needs enables us to plan in a way that keeps the person at the centre and involved as much as possible. The plan must consider how we as supporters can work to avoid creating conflict and concern for the individual and the person is as self-managing as possible.

Challenging ourselves to reduce the level of interventions that keeps the person and others safe. We recognise that in order to keep all people using our services and staff safe, it may be necessary to use physical interventions when assisting an individual who presents behaviours that challenge.

Any physical interventions will use minimum force and will be for the minimum period of time possible considering the best interests of the individual and other people who may be at risk from behaviours that challenge.

Such interventions will always be a last resort having explored all other approaches. Physical interventions will be reviewed in relation to each individual and the risks assessed in the available multi-disciplinary forums. All instances of physical intervention will be recorded accurately and monitored.

We are committed to eliminate poor practice. We will strive to ensure our organisational systems, recording, reporting and analysis enables us to continually learn how interventions are best used. We will set our standards so that everyone knows what good practice looks like and the actions required in creating it.

Our ideas

We recognize 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, the college adopts a holistic, whole-person approach to ensure we are planning for the needs of all our learners.

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 the students and develop their self-regulation skills.

On occasions, to keep the student and others safe, it may be necessary to use physical interventions. Such interventions will only happen when legally and ethically justified, be necessary to prevent serious harm, and be the least restrictive.

Our beliefs

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

Supporting Self-Regulation and Positive Behaviour

Quality of relationships

- Actively build trust and rapport with all our students
- Have high expectations for our students
- Recognise their achievements
- Identify and communicate the strengths of your students
- Treat our 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 learner and this will support you to build trust and respect
- Quietly but firmly hold appropriate boundaries for the 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
- We are non-judgmental about students' life experiences
- Name and manage your own emotional reactions to learners' behaviour; seek help if you are finding it difficult to manage your feelings about a student

Supporting our students effectively

If we are able to meet the needs of our students effectively then we would expect the challenging, harmful or self-injurious behaviours will reduce. We can achieve this by:

- Have appropriate communication systems in place for the student
- Be aware of the student's sensory processing difficulties and have the appropriate strategies/resources in place to help them to return to a better state of regulation
- Accurately assess and understand the student's needs using all appropriate information; EHCP, Reviews, Therapy Reports etc.
- Draw up appropriate positive behaviour support plans and one page profiles
- Have high expectations for the student and support the development of their resilience
- Support students to develop high self-esteem, so that 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 learners to do
- Know what motivates each learner
- Plan and deliver learning activities at the appropriate level/point for the student
- Where appropriate, include the student in assessments and drafting targets
- Praise the student for their specific achievement
- Actively teach the student behaviour for learning

Ensuring the environment supports students learning

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 learners

Routines

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

Routines should be:

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

Communication and Social Interaction

Behaviour that challenges often have at its source a deficit in communication. Class teams need to have strategies in place to support learners 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 the student may often need time to process information
- Recognise that the student may have difficulty in understanding facial expressions and tone of voice
- Understand that the student may well have difficulty in remembering or conforming to social rules and conventions
- Be aware that the student may not be able to recognize and/or understand their own emotions
- Realise that the student may not understand other people's emotions
- Know that the student may have difficulty predicting what will/could happen next – which may well make the student anxious
- Appreciate that the student may lack awareness of danger
- Understand that the student might well need to be prepared for changes and transitions
- Prepare the student for coping in new and unfamiliar situations
- Know that the student will have difficulty in managing social expectations and/or interactions with peers including friendships and bullying

Visual Resources and Augmentative and Alternative Communication Systems

Classes need to support the student's communication options by using visual resources and augmentative and alternative communication systems as:

- 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 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 time of distress can hinder de-escalation
- Visuals reduce anxiety which impacts on self-regulation and positive behavior

Understanding self-injurious behavior

Self-injurious behavior 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.

The student may have no other way of telling us their needs, wants and feelings. Head slapping, or banging the head on a hard surface, may be a way of telling us they are frustrated, a way of getting an object or activity they like, or a way of getting us to stop asking them to do something.

Hand biting might help them cope with anxiety or excitement. They might pick their skin or gouge their eyes because they are bored. Ear slapping or head banging might be their way of coping with discomfort or saying that something hurts.

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 behavior:

- Respond quickly and consistently when a student self-injures. Even if you think what the student is doing is to get attention, it's never appropriate to ignore severe self-injurious behavior.
- 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 their sensory processing difficulties and diets
- Redirect: tell them what they need to do instead of the self-injurious behavior, 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.
- 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 behavior. 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 their use over time. Physical restraints do not address the cause of the behavior, so they must never be used in isolation without teaching the student new skills which address the reason for the behavior.

Choice

- We nurture the student’s capacity for making choices
- We actively encourage the student to choose the right thing to do and, where appropriate, explain the consequences of their choices, both positive and negative
- We use specific descriptive praise when we see them making a good choice – we can never do too much of this

Rewards

We always seek to reward the behavior we wish to encourage (just as we seek to ignore, as much as possible, the behavior 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 the student’s achievements
- Special responsibilities
- Special privileges
- Preferred activities on top of their normal curriculum such as IPAD, computer time, outside play etc.

Sanctions

- Moving the student to another room to work
- Making up lost time
- Spending time with a supportive adult discussing an incident

- At the appropriate time, apologizing to others and repairing relationships

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

Further strategies to support our students to regulate

The strategies above should support the majority of our students, the majority of the time. However, when we have tried these and still our students are dis-regulated, we may look for additional support. Such as:

- Putting in additional support, tailored to the specific needs of each learner
- Multi – Disciplinary- Teams (MDT’s) meetings, allowing a range of professionals to discuss support strategies for the identified student
- ABC observation charts to identify precursors and triggers
- Medical investigations to ensure that the student is not in pain or unwell or to identify emerging issues that may 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 college
- Parental and family support to implement agreed changes in support strategies

Positive Behaviour Support is a person-centered 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- so as to effectively support them. It focuses on creating physical and social environments that are supportive and capable of meeting learners needs; teaching them new skills to replace the behaviours which challenge.

Consequently, some learners 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 adaptations are made to a student’s college day, we will always plan jointly with the parents and carers, Multi-Disciplinary teams, the Local Education Authority and external agencies.

Bullying (including Cyber-bullying)

- We do not tolerate bullying, but we acknowledge that some of our learners may not fully understand how their behavior impacts on others or be experienced as bullying
- Bullying should **never** be ignored
- **All** instances of bullying must be recorded on a **Cause for Concern form**
- Parents and carers should be informed by the lecturer of any bullying incident

- Every instance of bullying needs to be addressed, with each student involved, as appropriate, reflecting on their behavior and where possible apologizing and agreeing to stop the behavior

Further information on this can be found in the College E-safety and Anti Bullying Policies.

Discriminatory Language/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 community.
- **All such** 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 college and the community
- In some extreme cases the college may need to draw upon its Prevent strategy and policy

Restrictive Physical Intervention

Challenging ourselves to reduce the level of interventions that keeps the person and others safe. We recognise that in order to keep all people using our services and staff safe, it may be necessary to use physical interventions when assisting an individual who presents behaviours that challenge.

- Any physical interventions will use minimum force and will be for the minimum period of time possible considering the best interests of the individual and other people who may be at risk from behaviours that challenge.
- Such interventions will always be a last resort having explored all other approaches. Physical interventions will be reviewed in relation to each individual and the risks assessed in the available multi-disciplinary forums. All instances of physical intervention will be recorded accurately and monitored.
- We are committed to eliminate poor practice. We will strive to ensure our organisational systems, recording, reporting and analysis enables us to continually learn how interventions are best used. We will set our standards so that everyone knows what good practice looks like and the actions required in creating it.

The overall aim of Positive Behaviour Support (PBS) is to improve the quality of the person's life and the quality of life for those around them.

PBS is not a quick fix. PBS means that people receive the right support at the right time. The right conditions need to be created and maintained so people 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 PBS happening in these five ways:

1. Personalisation

We would see evidence of consistent actions being taken to enhance the quality of life and wellbeing of the person. 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 were meaningful to them and would enable them to experience an ordinary life within their own community.

2. A psychological understanding of behaviour

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

3. Active implementation

There would be clarity around every person's role and responsibilities together with evidence of good leadership at the service and organisational level. Support would 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 assessment, to evaluate intervention, and to monitor and improve the quality of life and wellbeing of the person and others. Information should be collected from the person themselves and their families and supporters to see if things have got better for them.

5. Multicomponent interventions

We would see proactive strategies to prevent or reduce the triggers and events that evoke or maintain the behaviours of concern. Interventions would be designed to support personal development and the learning and maintaining of 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. There would be some reactive strategies to help people keep safe when needed. Support would be based on assessed need and may utilise a range of evidence-based therapies.

Assessing, Reviewing, Recording, Reporting and Monitoring

- All behaviour incidents must be recorded immediately, or by the end of the college day
- Behavioural data is monitored to ascertain trends and patterns and regularly analysed to assist in ascertaining the effectiveness or otherwise of the behavioural interventions
- Significant increases in behavioural incidents must be reported to the Senior Management Team, so as to be investigated regarding possible causes
- Every use of restrictive physical intervention arising from a behavioural incident must be recorded immediately, or by the end of the college day
- A member of the Senior Management Team must be informed of an incident of restrictive physical intervention, on the day of the incident
- Injuries or accidents from behavioural incidents must be recorded
- All serious behavioural incidents should be reported to senior staff immediately

Training

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

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.