

# Policy and Procedure on Positive Behaviour

## Grateley House School

Principal	Eva Pereira
Approval Date	July 2023
Next Review Date	July 2024
Policy Level	Group
Staff Groups Affected	All Staff

### Monitoring and Review

The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

The local content of this document and supporting procedures will be subject to continuous monitoring, refinement and audit by the Head of Service.

Signed:



Eva Pereira  
Principal

JulyMay 2023



Andrew Sutherland  
Managing Director, Education Services, CareTech Group  
July 2024

## 1. Legislation and best practice guidance

This policy has been written in collaboration with the following legislation and guidance:

- 1.1. The Education (Independent School standards) Regulations 2014
- 1.2. Children Act 1989
- 1.3. Human Rights Act 1998
- 1.4. United Nations Convention on the Rights of the Child (Ratified 1991)
- 1.5. Education and Inspections Act 2006
- 1.6. Health and Safety at Work Act 1974

- 1.7. National Minimum Standards (RSS) 2015
- 1.8. Violent Crime Reduction Act 2006
- 1.9. Children's Homes (England) Regulations 2015
- 1.10. Health and Social Care Act 2008, Regulations 2014
- 1.11. Equality Act 2010
- 1.12. Regulation and Inspection of Social Care (Wales) Act 2016
- 1.13. Care Standards Act 2000
- 1.14. DE&S/DoH Guidance for Restrictive Physical Interventions. How to provide safe services for people with Learning Disabilities and Autistic Spectrum Disorder 2002
- 1.15. DoH Guidance on Permissible Forms of Control in Children's Residential Care 1993
- 1.16. DfE Use of Reasonable Force. Advice for Principals, staff and governing bodies July 2013
- 1.17. DfE Behaviour and discipline in Schools 2014
- 1.18. BILD Code of Practice for the use and reduction of restrictive physical interventions (third edition) 2010
- 1.19. Ofsted Below the radar: low-level disruption in the country's classrooms September 2014
- 1.20. Behaviour and discipline in schools, Advice for Principals and school staff February 2014
- 1.21. Preventing and Tackling Bullying – Advice for Principals, staff and Governing Bodies' July 2017
- 1.22. <https://www.crisisprevention.com/en-gb/Specialties/MAPA-Management-of-Actual-or-Potential-Aggression>
- 1.23. [https://www.cqc.org.uk/sites/default/files/20180705\\_900824\\_briefguide-positive\\_behaviour\\_support\\_for\\_people\\_with\\_behaviours\\_that\\_challenge\\_v4.pdf](https://www.cqc.org.uk/sites/default/files/20180705_900824_briefguide-positive_behaviour_support_for_people_with_behaviours_that_challenge_v4.pdf)

## 2. Purpose

- 2.1. The implementation of this policy is the responsibility of all staff. The monitoring and review of behaviours is the responsibility of the Headteacher in collaboration with the site's senior management team.
- 2.2. This policy applies to all staff working in our locations as well as those engaged in off - site activities.
- 2.3. We aim to reduce restrictive practices and improve the quality of a child's/young person's life and that of the people around them and to ensure that all children and young people within our services who may have some difficulties with social understanding, social communication, flexibility of thinking and/or sensory issues and also other behaviours of concern which for example might be linked to trauma, are safeguarded at all times and that they have the rights and means to live and learn in a safe and inclusive environment regardless of the difficulty they experience.
- 2.4. All staff are expected to promote the social, physical and emotional well-being of all of the children and young people within our services. We aim for every Individual to feel valued and respected, and to be treated fairly.
- 2.5. Effective behaviour support helps children and young people lead a meaningful life and learn new skills without unnecessary restrictions.

- 2.6. With the right approach to behaviour support delivered in a person-centred way, we believe we can reduce the likelihood and impact of behaviour of concern.
- 2.7. To maintain the safety of the individuals, the staff working with them, others and the environment.
- 2.8. To promote the use of effective non-aversive intervention strategies.
- 2.9. To support and encourage best practice and reduce the need for physical intervention to be used.
- 2.10. To ensure all locations comply with all the relevant current legislation and other national standards which govern this area of our work.

### 3. Policy Aims

- 3.1. The overall aim of the Positive Behaviour Policy is to provide guidance to all stakeholders on how Grateley House School supports students to self-regulate, manage their behaviour and develop positive strategies that impact positively on student health and well-being.
- 3.2. To provide a framework which sets the highest expectations for behaviour across Grateley House School.
- 3.3. To provide a consistent and inclusive approach to managing and support behaviour which is underpinned by positive behaviour strategies.
- 3.4. To provide a supportive guidance framework for staff that accurately reflects the positive behaviour culture that we embed at Grateley House School.
- 3.5. To maintain the safety of the individuals, the staff working with them, others and the environment.

### 4. Context of Autism and Complex Behaviours

- 4.1. Having autism can sometimes mean enduring a series of traumatic events, starting from a young age. For some, those events may add up to severe and persistent post-traumatic stress disorder (PTSD). Given various difficulties, and the communication challenges children often experience, their PTSD can be particularly difficult to recognize and resolve.
- 4.2. A behaviour might be difficult to understand, especially for children and young people with Autism, or where a child with autism also experienced trauma, but all are critical in the development of the behaviour support strategies. Some of the children and young people may display behaviour of concern as a response to a complex pattern of needs, their learning difficulty or because of associated conditions. Those problems might be compounded by their additional difficulties including mental health, social deprivation or complex medical conditions.
- 4.3. A child or young person may present some specific and at times additional behaviors which may be a result of trauma. Trauma occurs when a child experiences an intense event that threatens or causes harm to his or her emotional and physical well-being. Some events are more likely to be traumatic than others and children can have very different responses to the same event. When a child/young person experiences trauma, it can affect their daily lives and their ability to get along with others.
- 4.4. Abuse, sexual assault, violence, natural disasters and wartime combat are all common causes of PTSD in the general population. Among children with autism, though, less extreme experiences e.g. fire alarms, the loss of a family pet, having to live without the family e.g. in a residential home / residential school, daily expectations including having to follow an education program/timetable or even a stranger's offhand comment can also be destabilizing. Children and young people with autism can also be traumatized by others' behavior toward them.
- 4.5. All staff working with our children and young people must always be willing to look past disability if they are to provide a truly holistic approach to behaviour support. However, staff having the understanding of a

particular diagnosis, may help them consider critical areas when identifying the appropriate behaviour support strategies, ideally with the child/young person - where this is possible.

- 4.6. Owing to their complex needs, children and young people sometimes behave in ways that others can find challenging or don't fully understand. On some occasions, this behaviour may be dangerous and potentially resulting in harm to the person displaying the behaviour, peers, staff or the public. On other occasions the behaviour may constitute partial or even complete withdrawal, ongoing sadness and lack of engagement in education or other activities within the home or outside the provision.
- 4.7. This policy provides guidance for staff to be able to effectively support a child/young person when they are displaying behaviour of a concern, including:
- Anxiety, fear or panic attacks
  - Too much or too little sleep
  - Loss of appetite or overeating
  - Unexplained irritability or anger
  - Difficulty focusing on projects and school/college work
  - difficulty maintaining conversation
  - Difficulty generating ideas or solving problems
  - showing obsessive or pervasive worry
  - Denial and confusion
  - Sadness
  - Poor concentration
  - Survival instinct – lie, steal, seek shelter, food
  - Physical or verbal aggression
  - Self-injury
  - Property destruction
  - Disinhibited and impulsive behaviour
  - Hyper sexuality
  - Difficulty developing healthy relationships Impulsivity
- 4.8. This list is not exhaustive and there might be other behaviour(s) which is equally critical but not listed above. When forming an assessment, consideration needs to be given to the baseline assessment of behaviour and also to the shared knowledge and understanding of each child/young person, including changes to regular, known behaviour.
- 4.9. Our approach to behaviour support within Cambian is based upon the overriding principle that all behaviour is a form of communication. Improving communication may be helpful in reducing or at times even stopping behavior of concern. However, there are also other factors in the overall development of a child/young person which are equally critical, and which may directly contribute to the reduction of behavior of concern.

4.10. Therefore, as an organization we aim to:

- Value each other and develop mutual respect,
- Provide tidy, uncluttered and clean environments,
- Develop and maintain an environment where children and young people feel safe and secure and which supports everyday learning,
- Maintain an environment where children and young people feel there is unconditional acceptance of them for who they are and also one, where they feel being actively listened to,
- Create an environment with plenty of optimism and appropriate level of tolerance, but also high expectations,
- Provide relentless focus and commitment to positive relationship building regardless of the time involved and number of attempts already made,
- Create an environment where all children and young people understand the need for effective communication, including being able to say 'no' when they need to, helping development and maintenance of positive relationships between children/young people and adults,
- Maintain an environment where children and young people can learn about themselves and their rights,
- Facilitate decision making processes so each child and young person can learn about risks involved and benefits of their decision,
- Create a moral foundation for children and young people where skills of self-control and self-discipline are developed and they are able to take responsibility for their actions and learn how to look after themselves in the future,
- Equip children and young people with skills for life so they can make informed decision and understand the natural consequences,
- Ensure Leadership Teams will focus on continuous improvement having children's/young people's needs at heart of all they do,
- Ensure there are opportunities for parents and carers to play an active part in their child's/young person life.

## 5. Whole School Approaches (Supporting Positive Behaviour)

### Personalisation

- 5.1. Behaviour support will be individualised i.e. based on a comprehensive multi-disciplinary assessment of the abilities and needs of the individual in our care. The management of children's / young people's behaviour will always require personalised approaches. These will help to:
- Reduce anxiety
  - Enhance motivation, confidence and self esteem
  - Improve concentration and reduce distractions
  - Facilitate independence
- 5.2. As far as it is practically possible children and young people should be involved in determining their support, education and care needs alongside other people in their lives. They should be able to participate in the decision-making processes and where possible this should include taking part in the planning and reviews of their behaviour support plans.

### Understanding of behaviour

- 5.3. Multi-Disciplinary Team assessments are used to develop our understanding of the function of any presenting challenging behaviour. Individual Risk Assessments (IRA) and Behaviour Support Plans (BSP) are developed in conjunction with relevant key people around the child/young person including: care and support staff, education staff, managers, clinicians. From there a detailed and robust strategic document is

developed, which will support staff to have a deep understanding of the needs of the individual. Strategies are discussed with the staff who have a good knowledge of each child/young person.

- 5.4. A clear approach to managing and supporting children and young people with behaviour of concern is embedded at Grateley House School. This includes clear guidance on responses and sanctions to behaviour, as well as on-going training and recording systems.

### Active implementation

- 5.5. All students at Grateley House School have an Individual Risk Assessment and Behaviour Support Plan.

- 5.6. It is the responsibility of the Headteacher to ensure that:

- All children and young people have a current and up to date Behaviour Support Plan, with behaviours of concern being risk assessed in the Individual Risk Assessment,
- The Behaviour Support Plan is reviewed every 3 months as a minimum and also following incidents, where known behaviour support strategies didn't fully work or where new behaviour occurred which requires specific approaches to be used,
- Where appropriate, the student has read and understands their Behaviour Support Plan and is encouraged to participate and contribute to the planning process,
- The Behaviour support Plan is shared with parents/guardians, relevant authorities.

- 5.7. A Behaviour Support Plan includes information about:

- How the environment needs to be managed to support the child/young person,
- The skills the person needs to be taught to enable them to behave in a more positive way,
- Strategies for managing inappropriate behaviour when it occurs including proactive, active and reactive phases,
- Any rewards to be used and any actions which should not be carried out during a particular phase,
- Areas to be considered and relevant strategies to be used in order to prevent potential relapse of the behaviour.

- 5.8. Each Behaviour Support Plan also outlines individualised reactive strategies that effectively support the individual when their behaviour is challenging. It is expected that most of the reactive strategies would address the function of the presenting behaviour and would only include physical intervention as a last resort. Behaviour Support will focus on proactive, active and reactive strategies should only be used to bring about effective control and to maintain a safe environment during situations by utilising approved and agreed techniques. The notion of addressing situations at an early stage to prevent the escalation and avoid unnecessary injury, harm or damage, is fundamental.

- 5.9. Behaviour Support will be reviewed and revised, structured and objective monitoring of the child/young person's progress in replacing unwanted behaviours with more positive alternatives, and improving quality of life.

- 5.10. Regular training relating to methods of behaviour support and the writing and monitoring of individual Behaviour Support Plans is provided for staff, both as whole service training and relating to individual young people. The promotion of appropriate behaviour support strategies and also about individuals are discussed regularly in the appropriate team meetings and at senior leadership meetings.

- 5.11. Active and meaningful debriefs must also form part of each home's/school's/college's culture in order to ensure that we can clearly identify learning points from any difficult situation and use these to inform future practice. Those, whether Individual or group debriefs must be linked with and revisited during individual staff supervisions and reflections recorded in supervision minutes.

## Behaviour Monitoring

- 5.12. Behaviour Support Plans once implemented, require on-going monitoring and recording in order to ascertain the effectiveness of the programme. They are active and dynamic documents which need regular updating in order to ensure that strategies employed are current and effective.
- 5.13. Schools employ various methods to record on-going data relating to incidents/physical intervention etc. This data is analysed on a regular basis by the appropriate teams within each setting to evaluate the effectiveness of specific strategies.

## Student Code of Conduct

- 5.14. Implementing the code of conduct consistently across the school, ensuring Grateley House School students are praised when following the code of conduct and referring to the code of conduct in the first instance to make students aware of their behaviours.
- 5.15. Through the School Council, students will be involved in ensuring the 'Student Code of Conduct' is something their tutor groups are aware of, have read and its location in classrooms. The code of conduct enables us to continue developing the schools ethos, ensuring positive behaviours are recognised and students are giving a calm, safe and secure environment to learn within.

## Reparation

- 5.16. Reparation means repairing relationships, or 'making good' in some way. At Grateley House School, we believe that students should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment because it focuses the student's mind on the punishment, rather than on what the action was. This frequently leads to the student feeling angry about the punishment, rather than thinking and reflecting about the effect of their behaviour on others. We support students to take responsibility for their actions and to repair it with the other person(s) involved/affected.

## Restorative Approach

- 5.17. In order to promote behaviour for learning, the school adopts a restorative approach to promoting positive behaviour. Restorative approaches provide schools with strategies which **promote mutually respectful relationships and manage behaviour and conflict, address bullying and absences and build community cohesion**. At its core, the restorative approach is a philosophical shift away from the traditional, punitive approach to wrongdoing. This approach maintains a focus on accountability of actions with a specific emphasis on empathy and repairing of harm. To that end, restorative approaches seek to address underlying issues of misbehaviour and reintegrate students back into the school and classroom community. Following incidents of challenging behaviour, these 5 questions can be used to support students' reflective skills.
- 5.18. Once a conclusion has been reached, students must be given an opportunity to repair the situation and 'make good' in some way, normally done through a restorative meeting led by staff.
- What happened?
  - What were you thinking at the time?
  - Who has been affected?
  - In what way?
  - What needs to be done to make things right?

- 5.19. Tutor teams, supported by colleagues will identify those behaviour incidents requiring a restorative approach and support students in repairing relationships in a positive way. Restorative meetings must be recorded by staff and will be run by a member of staff independent to the incident.

### Celebrating Success and Promoting Positive Behaviour

- 5.20. Tutor teams and Key Workers are encouraged to implementing opportunities to celebrate success within the tutor group, making sure it sits alongside the existing whole school approaches to behaviour. Research suggests that students who present with a Pathological Demand Avoidance (PDA) often react well to new and novel ways of motivation.
- 5.21. Staff will use positive language when dealing with challenging situations. We will aim to be as consistent as possible when using language and use the student rules as a guide:
- "We respect students and staff"
  - "We are polite towards students, staff and visitors"
  - "We use positive language"
  - "We allow others students to learn"
  - "We say NO to bullying"
  - "We respect personal space"
  - "We do not disrupt others in the classroom"
  - "We look after our learning environment"
  - "We keep ourselves and others safe"
- 5.22. Negative language only reinforces a negative cycle and does not role model conflict resolution or mutual respect. If language is not clear then it can be difficult for students with autism to understand. Staff will not use negative language when addressing behaviour and treat each student with dignity and respect at all times.

### Descriptive Praise

- 5.23. At Grateley House, we aim to use simple and descriptive praise to reinforce positive behaviour. We believe that by telling a student exactly what is positive about their actions, we will reinforce the behaviours we want to promote. For example;
- "I like the way you opened the door for that visitor"
  - "I noticed how kindly you supported your friend, thank you for that good behaviour"
  - "Tidying the classroom was good behaviour, thank you"



## Points and EHCP Targets System

- 5.24.** Students are awarded points each lesson for their learning and attitudes so that engagement in learning can be monitored, and to act as an extrinsic motivator for students. Points guidance should be displayed in every classroom and visible to students as a guide. Points and targets should also be discussed with students at the end of each lesson. This will allow students to continuously be supported on what the expectations are. Teachers and TAs are given the time at the end of each lesson to complete this process. The points system aims to be aspirational for students and will support students to understand the impact of positive learning and attitudes.
- 5.25.** Furthermore, the points system is aimed at providing consistency for staff and students to follow, ensuring students understand what the expectations of behaviour are.

## 6. Roles and Responsibilities

### Whole School

- 6.1.** Creating a positive behaviour culture in a school includes:
- Creating a positive behaviour culture in a school involves all staff, at all levels.
  - All staff have a responsibility to keep students safe and look after their well-being.
  - All staff must implement to student code of conduct consistently.
  - All staff should use their radio to ensure student and staff safety at all times.
  - All staff will use their training in de-escalation strategies and the TEAM TEACH protocol consistently and effectively.
  - All staff are responsible for supporting, promoting positive behaviour and supporting each other in the management of challenging behaviour.
  - All staff are empowered to work with colleagues in implementing positive behaviour support strategies and using sanctions as a learning process.
  - All staff have a responsibility to maintain the ethos of positive behaviour.
  - All staff have a responsibility to record behaviour effectively.

### The Role of children and young people

- 6.2.** The students will:
- Where possible all children/young people are encouraged and expected to take responsibility for their own behaviour and will be made fully aware of this Behaviour Support policy and their Behaviour Support Plan.
  - Where possible all children/young people are supported to understand what happened and how they can modify their responses in difficult situations.

### Tutor Teams & Key Workers

- 6.3.** Tutor Teams will ensure they:
- Are the first point of call for colleagues, parents and senior leaders to discuss positive and challenging behaviours of students.
  - Keep track on students' behaviour and analyse point's sheets to ensure concerns are highlighted and success is celebrated.
  - Lead and address challenging behaviours in line with behaviour policy and graduated response and link effective sanctions to behaviours in a learning context.
  - Provide continuous positive support for students using a range of strategies.
  - Liaise with colleagues and ensure contact with parents is made within 24 hours following an incident.
  - Record low level behaviours on Behaviour Launch

- Be responsible for alerting senior leaders of any serious incident verbally and record incident on BehaviourWatch.
- Take the lead role in communicating positive and negative behaviours with parents and carers within 24 hours.
- Follow up behaviours by monitoring the impact of the interventions / strategies put in place to support
- Review Pathway Plan adding relevant information following behaviour incidents.
- Liaise with colleagues if further actions need to be taken
- Share information with the rest of the staff team, during briefings and via email, specifically when student learning profiles are updated.
- Know when to utilise a wider holistic approach to support behaviour and implement a wide range of transactional support strategies to improve behaviour.
- Tutors should be utilising the available specialist support within the school.

### MDT Team

- 6.4.** Positive behaviour will be supported by the Multi-disciplinary Team by
- SALTs, OT, Assistant Psychologists and the SENCO work collaboratively with tutor teams and keyworkers to provide information relating to students' SEND with the aim of improving behaviour outcomes for students.
  - Specialist interventions and support strategies should then be implemented collaboratively and monitored by the tutor team to measure progress.

### Middle Leaders

- 6.5.** Middle Leaders will support the senior leadership team by:
- Setting high expectation for behaviour and supporting staff in promoting positive behaviour and managing challenging behaviour.
  - Supporting their colleagues in implementing support strategies.
  - Forming a key part of the support network around the student and tutor team to promote positive behaviour and support challenging behaviour.

### Behaviour Support Lead

- 6.6.** The Behaviour Support Lead will:
- Take a lead role in implementing this positive behaviour policy effectively.
  - Will act as a point of contact for the guiding behaviour management in the school.
  - Support colleagues to effectively implement behaviour strategies when behaviour is of a serious concern or when a Student is placing themselves at risk of harm.
  - Works collaboratively with all staff in promoting the safety and well-being of all Students.
  - Supports all colleagues with the management of behaviour when behaviour concerns have escalated beyond that of the role of form tutor, holistic support and senior leaders.
  - Analyse behaviour data and use this to inform strategies and support students positive behaviour

### Head of Education & Head of Care

- 6.7.** The Head of Education and the Head of Care will:
- Take responsibility to promoting positive behaviour during the day / shift, in line with the operational management of their specific areas.
  - Hold responsibility for promoting positive behaviour and ensuring the safety and well-being of all Students is maintained across Education and Care.
  - Work collaboratively to ensure both the Education and Care teams are working together to support the promotion of positive behaviour.
  - Hold responsibility for the school and ensuring the safety and well-being of all Students is maintained.

- Supports all colleagues with positive behaviour strategies when behaviour is of a serious concern or when a Student is placing themselves at risk of harm.
- Works collaboratively with all staff in promoting the safety and well-being of all Students.
- Supports all colleagues with positive behaviour strategies when behaviour concerns have escalated beyond that of the role of form tutor, holistic support and senior leaders.

### Headteacher

#### 6.8. The Headteacher:

- Holds overall responsibility for the strategic implementation of this policy.
- Holds overall responsibility for the school and ensuring the safety and well-being of all Students is maintained.
- Supports all colleagues with positive behaviour strategies when behaviour is of a serious concern or when a Student is placing themselves at risk of harm.
- Works collaboratively with all staff in promoting the safety and well-being of all Students.
- Supports all colleagues with positive behaviour strategies when behaviour concerns have escalated beyond that of the role of form tutor, holistic support and senior leaders.
- Reports to the school governance detailed analysis of behaviour and supports other senior leaders in implementing effective behaviour support strategies.

### Regional Team

#### 6.9. The Regional Leads, in their capacity for school governance will:

- Oversee the effective implementation of the behaviour policy and related policies as specified under parts 2 and 3 of the independent school standards on behalf of the proprietor in order that these requirements are consistently met and the standards in part 8 are met.
- Hold the Headteacher to account for the effective implementation of this policy.
- Share responsibility for the overseeing the work of the school and the managing director in meeting the independent school standards and maintaining high standards of behaviour across the school.

## 7. Procedures

### Risk Assessment and Management process

#### 7.1. As a part of this process each site will have the following set of documents for each child/young person, which will identify key information in relation to the effective support of behaviour and management of known risks from pre-admission and throughout their placement.

- Referral Assessment Placement (RAP)
- Impact Assessment (IA)
- Individual Risk Assessment (IRA) - IRA must be reviewed (as a minimum) every three months or as appropriate based on observed behaviour that either improves or deteriorates. If at any time a behaviour or risk of behaviour puts the individual into the 'High Priority Group' (HPG) then the reviews will be more frequent and according to need as required. Any behaviour resulting in a high level intervention will automatically be followed by a review of the Individual Risk Assessment document.
- Behaviour Support Plan (BSP)
- Placement Plan (Care Plan)
- Placement Support Plan (PSP) – only where required. This is one aspect of a continuum of support to those at risk of their placement breaking down. It is used where the behaviour of young people is such that on-going concerns with regards to the safety of others and/or staff are raised or the ability of the service to meet the young person's needs is in question.

- 7.2. Managers must ensure that every individual has all the appropriate and relevant documents completed at the appropriate stages in a young person's placement, informed by the relevant information including EHCP, LA Placement Plans and Health Plans. Those documents must be:
- Developed (where appropriate involving Individual and their family) and implemented during the assessment period,
  - Subject to the agreed systems for monitoring of behaviour concerns,
  - Subject to data processing and analysis to review trends Individual Risk Assessment.

### Individual Risk Assessment (IRA)

- 7.3. In the context of managing behaviour, an Individual Risk Assessment will be used to identify what level of risk the individual may present on site and in the community. A Behaviour Support Plan will identify the relevant type(s) of proactive, active and reactive interventions or support that will be needed in different situations in order to ensure that an individual's behaviour will not threaten safety.
- 7.4. It is crucial that any potential need to employ physical or restrictive intervention is acknowledged in the Behaviour Support Plan, so that an appropriate intervention can be properly planned. If an Individual's behaviour indicates that there is a strong likelihood that it will become necessary to use some form of physical or restrictive intervention, then the Behaviour Support Plan and an Individual Risk Assessment needs to reflect this.
- 7.5. The Individual Risk Assessment will also be used as a process to identify what actions will need to be taken to allow/enable an individual access to activities. In some circumstances it may be necessary to avoid a particular activity because of the level of risk posed to the individual or others. However, staff will need to be mindful of the potential for discrimination against an individual if their access to an activity is being restricted unnecessarily.
- 7.6. In drawing up plans for the use of physical or restrictive intervention, close liaison will be maintained between the multi-disciplinary teams involved with the individual in our care. Formal methods of sharing successful approaches and interventions should be adopted in order to ensure consistency and to maximise effectiveness.

### Behaviour Support Plan (BSP)

- 7.7. Behaviour Support Plans should identify the particular setting conditions both within and outside the immediate environment that increase the likelihood of behaviour of concern. These might include factors that increase the individual's general level of anxiety or stress and so affect their tolerance and ability to cope with the demands being made on them. The BSP should include details of observable signs in the individual's behaviour or demeanour that suggest increased levels of stress, agitation or anxiety as well as key triggers that are known to provoke behaviour of concern under certain setting conditions.
- 7.8. Each Behaviour Support Plan should include clear criteria for when a particular intervention will be considered to be appropriate for that individual. Steps should be taken to ensure that all staff who may have to use these techniques are clear about what exactly is permissible, and under what circumstances. Clear distinctions should be made between the options that have been identified as appropriate, and their use under different circumstances.
- 7.9. Behaviour Support Plans will include details of the wider range of proactive strategies to be employed in an attempt to avoid the need for physical or restrictive intervention. This will include longer-term planning to address the root causes behind the behaviour, as well as de-escalation and diversion techniques to be employed when behaviour begins to deteriorate beyond normal expectations.
- 7.10. Responses to behaviour of concern should take into account the individuality of the individual in our care. In identifying appropriate interventions for an individual, a comprehensive assessment of that individual's needs should be carried out, using a multi-disciplinary approach. Where the child/young person

experienced trauma, approaches to behaviour support strategies must be trauma informed, so the appropriate and effective staff responses can be given.

- 7.11. When planning the use of restrictive or physical intervention, it is important to ensure that the particular intervention is not contra-indicated because of personal characteristics or health/medical factors.
- 7.12. There will be times when staff will need to intervene physically to keep children and young people safe or to keep themselves and/or others safe. However, just because restraint is permissible, it does not mean that it is the best and/or only way to manage a concern or situation. Staff should always consider the balance of risk associated with carrying out any intervention, i.e. the balance between the risks of carrying out the intervention against the risk of not carrying out that intervention.
- 7.13. Physical interventions should only be used in conjunction with other strategies designed to help the individual learn alternative non-challenging behaviours. As well as identifying responses to behaviour of concern, any individual plans should include details of environment changes, teaching opportunities and the provision of particular resources or activities that will enable the individual to learn to meet their own needs through more appropriate behaviour.

### Individual's debrief

- 7.14. Following an incident involving behaviour of concern the child/young person should be given the opportunity to talk through and reflect on the circumstances in which the child/young person found themselves. The purpose of this debrief is to explore with the child/young person the responsibility for what has happened and to identify alternative strategies for the child/young person to avoid similar situations occurring in future.
- 7.15. It is necessary to exercise judgement in the timing of this meeting – balancing the need to allow sufficient time for the child/young person to calm down fully without allowing too much time to pass so that the meeting loses its immediacy and impact. It is also important to think about who should conduct this meeting. Ideally it should not be the person directly involved in the incident. It would be preferable if the meeting could be conducted by a person who has a good relationship with the child/young person and who is seen as credible, fair and authoritative. If the child chooses to have a debrief session with someone who was involved in the incident, an additional wellbeing check should be carried out before and after the session by somebody who was not involved in the incident.
- 7.16. The purpose of the meeting is to promote change and to help the child/young person to develop improved self-control. It is important that it is conducted in a calm and supportive way which the child/young person experiences as helpful and positive.
- 7.17. If it is necessary to impose any sanctions on the child/young person or there are any other negative outcomes (from the child/young person's perspective) they should be informed of these things after and separate from the debriefing meeting.
- 7.18. In some cases a member of the therapy team might need to be involved and support depending on capacity. They may be able to help with the selection of questions, or with specific arrangements around the communication with the child/young person.
- 7.19. Sites may use different specifically designed debrief documents which will be carefully selected for each child/young person.

## 8. Recording of Behaviour

- 8.1. Behaviour incidents must be recorded as part of a staff member's duty of care. Behaviour is categorised into 5 tiers (T). T1 = very low, T2 = low, T3 = medium, T4 = high, T5 = very high.
- 8.2. Tiers 1 – 3 should be recorded on the Behaviour Launch system.

- 8.3. Tiers 4 – 5 should be recorded on Behaviour Watch.
- 8.4. It is considered best practice for students to receive a debrief after all tiered behaviours. All students must receive a debrief after tier 4 and 5 incidents.
- 8.5. The recording of behaviours must be written in an ABC format. A = antecedants (what happened before), B = behaviour displayed (what happened during) and C = consequence (what happened next)
- 8.6. Parents should be informed

## 9. Physical Intervention

- 9.1. This section should be read in conjunction with **46. Physical Intervention (PI)** policy and procedure.
- 9.2. The purpose of physical intervention is to take immediate control of a dangerous situation, in order to end or significantly reduce the risk of harm to the person and others around them. Physical intervention involves some form of physical contact and application of force to guide, restrict or prevent movement. This can include touching, guiding or escorting all the way up to holding.
- 9.3. Grateley House School uses the following BILD accredited Physical Intervention method:
  - Management of Actual or Potential Aggression (MAPA),
- 9.4. This policy, procedure, supporting documentation and training are provided for staff to give clear instruction and guidance.

## 10. Supporting staff

- 10.1. We understand that working with children and young people with complex needs in developing effective behavioural support requires commitment, specific skill and dedication. In order for the management of behaviour to be as effective as it could be, it is necessary for the staff involved to be provided with a learning and reflections opportunities and with the appropriate level of skill and confidence. Cambian is committed to supporting staff by:
  - Providing MAPA model training and also where required additional learning opportunities in the use of appropriate strategies and interventions,
  - Completion and continuous monitoring of Cambian KPI's including an overview of incidents, de-escalation and level of restraints used,
  - Providing support from a member of the Senior Leadership Team to members of staff including managers whenever requested,
  - Providing additional guidance, for example clinical support in development or review of Behaviour Support Plans for children and young people in order to address challenging behaviour,
  - Regular monitoring of incidents,
  - Staff debrief sessions following stressful or serious incidents,
  - Providing regular supervision with line manager which encourages deep reflection,
  - Providing access to Employee Assistance Programme which is free of charge.

## Staff debrief

- 10.2.** We have a duty of care for our staff. Debrief after a serious incident and/or incidents where restrictive intervention was used is a necessary and important step. Debrief can be carried out by any member of staff including Managers, Team Leaders, members of the therapy team.
- 10.3.** Where restrictive intervention took place, debrief with the member of staff must be carried out within 24 hours. There might be times where a group debrief will need to be offered – this will take place where a group of staff were involved in a difficult incident/situation and it is believed the whole group will benefit from the session. These sessions might be guided by Managers, facilitators or other identified practitioners. Group debriefs will be provided to review team members' experience at the time and it is important to remember that the feedback from each session should be use to inform further learning.

## Heads of Care Forum

- 10.4.** Cambian Education has a dedicated Heads of Care forum which meets quarterly. The Forum comprises, but is not restricted to the following members:
- Head of Continuous Improvement – Care (Chair)
  - Regional Care Leads
  - Regional Education Leads – open membership
  - Heads of Care/Registered Managers
  - Headteachers/Principals – open membership
  - Responsible/Nominated Individuals and Directors – open membership
  - COO – open membership
  - Other Cambian key members depending on the subject discussed e.g. Learning & Development and HR team – by invitation
  - Guests (Regulators, Advocates, Parents/Siblings, others) – by invitation
- 10.5.** The Heads of Care forum members have collectively established the terms of reference:
- Networking opportunity - to promote and share good practice,
  - to support and encourage the development of the quality and best practice across care provisions,
  - to ensure there is collaborative approach to raising standards,
  - for Heads of Care to meet to problem solve, share information and offer peer support,
  - on request to review, comment and make proposals for change in relation to policy and procedures,
  - to provide a platform for understanding and introducing new initiatives: i.e. applying new legislation and to work specifically on an area of future development identified for our sector.
- 10.6.** Throughout the annual cycle the group will place its focus on the following areas:
- Ensuring that Cambian Education meets the requirements of the relevant Behaviour Support framework within its standards and training (facilitated by relevant programme lead),
  - Ensuring that operational feedback on the effectiveness of behaviour support policies and procedures is sought and promoting the welfare of children and young people are consistent at all times with current legislation and statutory guidance, and ensure that daily practice and procedures accord with this policy,
  - Monitoring and analysing a holistic view of behaviour support issues to ensure that incidents are managed effectively, themes are identified and tracked and appropriate actions are taken within suitable timescales,

- Facilitating a 'lessons learned' process to ensure that from an organisational perspective, learning points from serious incidents, can be identified and action taken which will support the review of this policy,
- Ensuring processes are in place and operating, to routinely review and evaluate behaviour support including practice and performance of all staff working with children and young people,
- Promoting and fostering a culture of continuous improvement across all disciplines,
- Providing an information exchange / setting for discussion to consider the best means to address any issues in relation to safeguarding & child protection, including working together with other agencies.

## 11. Positive Behaviour Sanctions, Learning Opportunities & Rewards

- 11.1. We believe in developing our students' understanding of the relationship between behaviours and consequences.
- 11.2. Sanctions should be a natural consequence and include opportunities for learning and reflection. Consequences should support the Students' understanding of both positive and negative behaviours/consequences.

Examples:

Behaviour	Sanctions & Learning Opportunities
Student disrupts activity by throwing items across the room.	<p>Student has a break (time out).</p> <p>Student is then supported by an adult to consider and reflect on their behaviour.</p> <p>Student is given the opportunity to 'make it good' by tidying the room (<u>Reparation</u>- with the possible support of the staff member) and then being encouraged to continue with the learning activity.</p> <p><u>Positive practice</u> – trying to correct the behaviour with the 'right actions' e.g. Student encouraged to pass the items across the room, praise given "thank you for passing the glue sticks sensibly to Emma."</p> <p>Students' positive behaviour is then praised and explained why it was good behaviour. "Thank you for tidying the room, that was good behaviour because it made the room safe."</p> <p>Student's parents/carers are contacted by the Students' form tutor.</p> <p>Tutor discusses holistically with colleagues to determine possible further support in this area eg. Tutor team, SENCO, pastoral manager, SALT, OT</p>
When playing football, a Student calls another a name, shouts they are rubbish at football and laughs when they let a goal in making the other Student feel upset.	<p>Student has a break. Student is asked to leave the sports area for a period of time or rest of the school day (time out).</p> <p>Student is supported in a different space and an adult explains why the behaviour is inappropriate. Student shows a greater understanding of their behaviour as a result.</p> <p>Student is given the opportunity to 'make it good' by apologising or interacting positively with the Student.</p> <p>"Thank you for making this right, that was good behaviour because we treat everyone with respect at Grateley House School".</p>



	<p>Student's parents/carers are contacted by the Students' form tutor. Explanation and description of the event given and ask for the parents support, this is then recorded with action points.</p> <p>Tutor discusses holistically with colleagues to determine possible further support in this area eg. Tutor team, SENCO, pastoral manager, SALT, OT</p>
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- 11.3.** We believe that post incident actions are fundamental in ensuring each Student maximises the opportunity for learning. It is important for staff to utilise the most relevant consequences and support Students fully to understand and develop their behaviour.
- 11.4.** Sanctions are designed to develop intrinsic motivation to behave in an expected way, as well as providing some extrinsic motivation. This is where the concept of fair not equal is applied as it allows staff to take account of individual circumstances, patterns of behaviour, recent behavioural history and knowledge of what will be effective for a particular student.
- 11.5.** Consequences and sanctions are issued on an individual basis. They are designed to provide natural outcomes wherever possible and to assist students in understanding the concept of cause and effect. Consequences and sanctions should be related to the behaviour and impact of the behaviour shown. For example students may not be allowed on a trip out of school if their behaviour shows us that they are not able to manage this trip; Students may be required to help repair or pay for items following damage to property or a relationship.
- 11.6.** Rewards should sit alongside our whole school approach to rewards. Weekly monitoring of Students' points enables weekly certificates based on set individual targets and access a graded school trip at the end of each term. However, Students will have access to rewards for positive learning and behaviour throughout the school day as a form of motivation and to facilitate the positive learning cycle. Other rewards can be used by tutor teams and other professionals based on the fair not equal principle. This can then target special interests of individuals and groups to motivate.
- 11.7.** Specific awards are given weekly across; numeracy, literacy, community award, Student of the week and tutor group of the week. These are nominated for staff based on behaviour across lessons throughout the week and the reason behind the award is given in assembly. These are aspirational awards that we believe the Students want to be nominated for.
- 11.8.** Additional guidance is provided in Appendix 1 regarding potential responses and staff responsible at different behavioural levels.

## 12. Need for consent

- 12.1.** Please read this section in conjunction with Mental Capacity and Consent and Deprivation of Liberty policy.
- 12.2.** Children's and Young People's care must only be provided with the consent of the relevant person, which may include the person themselves.

## 13. Consent and Mental Health Act

- 13.1.** Where young people are detained under Section 2 and 3 of the Mental Health Act consent may not be required – staff should follow guidance within the MHA Code of Practice.

- 13.2. Implementation of positive behaviour support through supervision, staff meetings and collaborative discussion with members of the clinical team.
- 13.3. Each location will have an up-to-date training matrix which provides evidence of all staff training including the name of the course, date and time taken and when this training needs to be refreshed.

## 14. Standard Forms, Relevant Documents, Letters & References

This policy should be read in line with the following documents:

- 14.1. Risk Assessment and Management process map for Education
- 14.2. Referral Assessment Placement Form
- 14.3. Impact Assessment
- 14.4. Behaviour Support Plan – for Individual signature
- 14.5. Individual Risk Assessment
- 14.6. Debrief Forms for staff
- 14.7. Placement Support Plan
- 14.8. Staff Reflective debrief
- 14.9. Placement plan - children

This policy should be read in line with the following policies:

- 14.1. Child Protection and Safeguarding
- 14.2. Child Sexual Exploitation
- 14.3. Physical Intervention
- 14.4. Mental Capacity and Consent
- 14.5. Anti-bullying
- 14.6. Third Party Aggression
- 14.7. Exclusions
- 14.8. Self-Harm and Suicide Policy
- 14.9. Referrals and Admissions Policy
- 14.10. Deprivation of Liberty Safeguards Policy