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Signed by the LGB	Date
To be reviewed annually	Date Sept 23

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1. Aims and Expectations

1.1. Calthorpe Academy aims to ensure that:

- Everyone feels physically and emotionally safe and happy at the Academy
- Everyone feels valued and respected and honesty and fairness are promoted
- Good behaviour is encouraged and celebrated
- Everyone can develop to their full potential

1.2. This Policy outlines Calthorpe Academy's philosophy and approach to promote self-control through the reinforcement of positive behaviour rather than simply responding to negative behaviour. This approach to learners who display behaviour that challenges, using principles of Positive Behaviour Support (PBS) aims to ensure there is long term behaviour change. We use every opportunity to teach, model and promote positive behaviour.

2. Roles and Responsibilities

2.1. Board of Trustees

2.1.1. Ensure that there is a Behaviour Policy in place and review its implementation annually.

2.2. Headteacher/Senior Leadership Team

2.2.1. Oversee the implementation of the Behaviour Policy and evaluate its effectiveness. Report to Board of Trustees on the implementation of the policy including the analysis of incidents of behaviour to determine the effectiveness of the policy.

2.3. Extended Leadership Team

2.3.1. Ensure that the Behaviour Policy is implemented in their departments. Ensure Behaviour Support Plans (BSPs) are in place for learners where appropriate and that they are regularly monitored and evaluated. Ensure strategies are implemented consistently.

2.4. Teachers

2.4.1. Ensure that the Behaviour Policy is implemented in their class. Ensure that Behaviour Support Plans (BSP's) are written and implemented and that they are regularly monitored and evaluated. Collaborate with the Behaviour Support Team as needed. Ensure strategies are implemented consistently.

2.5. All Staff

- 2.5.1. Act as positive role models for learners. Implement the Positive Behaviour Support strategies and interventions in a consistent manner and review strategies as appropriate.

3. Behaviours that Challenge in Learners with Intellectual Disabilities

- 3.1. Up to 30% of people with developmental disabilities will present with behavioural challenges; for a smaller number (approximately 10-15%), these challenges will be severe in nature. Emerson (2001) defines behaviour that challenges as:

'culturally abnormal behaviour of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to and use of ordinary community facilities'

- 3.2. Zarkowska & Clements (1996) additionally state that behaviours may be viewed as challenging if they are inappropriate to a person's age or level of development, if they cause a significant additional handicap to the person by interfering with the development of new skills or if they result in significant stress for those who live with or support the person.

4. Values Base and Person Centred Approach

- 4.1. John O'Brien's Five Essential Service accomplishments have been widely accepted as providing a clear statement of the outcomes that services should aim to deliver for the people they support. These accomplishments apply equally to people with developmental disabilities who present with behavioural challenges (Blunden & Allen, 1987). The accomplishments are:

- Community Presence: The right to take part in community life and to live and spend leisure time with other members of the community.
- Relationships: The right to experience valued relationships with peers and other adults.
- Choice: The right to make choices, both large and small, in one's life.
- Competence: The right to learn new skill and participate in meaningful activities with whatever assistance is required.
- Respect: The right to be valued and not treated as a second-class citizen. (Brown & Benson, 1992)

- 4.2. At Calthorpe Academy these principles provide the basis of reasoning for all our actions relating to supporting learners in managing their behaviour. We aim to create an environment where all learners can be

effectively supported towards to academic, social, emotional attainment by adults equipped in developing positive working relationships with our learners.

4.3. We believe that behaviour results from an unmet need and is a form of meaningful communication and therefore every effort should be made to understand and respond appropriately to this communication. Staff are encouraged and supported to better understand what learners are trying to communicate by the behaviours they display. The function of behaviour can mostly be attributed to:

- access to tangibles or activities
- social attention
- escape or avoidance
- sensory stimulation
- pain or discomfort

4.4. It is important that strategies address the function of the behaviour. All strategies need to be appropriate to the needs and understanding of each learner.

4.5. Punitive measures such as shouting at learners or using sanctions are not part of our Academy ethos. These are often not understood by our learners and therefore do not reduce the likelihood of the behaviour happening again.

4.6. Children's rights are of paramount importance. We respect the United Nations Convention of the Rights of the Child:

- Article 19- I have the right to be protected from being hurt or badly treated
- Article 23- If I have a disability, I have the right to special care and education and to be treated with dignity
- Article 34- Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad
- Article 37- I have the right not to be punished in a cruel or hurtful way and to be treated with respect and care

4.7. At Calthorpe Academy all learners have an Education Health Care Plan which details individual targets and support needed to ensure a person-centred approach.

5. Positive Behaviour Support (PBS)

5.1. Research evidence shows that Positive Behaviour Support (PBS) is effective in supporting learners with behaviours that challenge.

5.2. The characteristics of PBS are that it:

- is based on an understanding of why, when and how behaviours happen and what purposes they serve (via the process of functional analysis)
- focuses on altering triggers for behaviour (in order to reduce the likelihood of the behaviour occurring)
- uses skill teaching as a central intervention (as a lack of critical skills is often a key contributing factor in the development of behavioural challenges)
- uses changes in quality of life as both an intervention and outcome measure
- achieves reductions in behaviour as a side-effect of the above
- has a long-term focus (in that challenging behaviours are often of a long-term nature and successful interventions therefore need to be maintained over prolonged periods)
- has a multi-component focus (reflecting that the fact that challenging behaviours are often multiply determined and also that users typically display multiple forms)
- eliminates the use of punishment approaches
- includes both proactive strategies for changing behaviour and reactive strategies for managing behaviour when it occurs (because even the most effective change strategies may not completely eliminate risk behaviours from behavioural repertoires)

5.3. It is important to acknowledge and reinforce positive behaviour in order to have a proactive approach to behaviour. We believe that it is vital to use all opportunities to teach and reward positive behaviour. This needs to be taught in a way that is relevant to individuals and the rewards need to be relevant to the individual. Communication of behaviour expectations and the praise or reward need to be understood by the individual learners and it is important to consider how to support their understanding. Throughout the curriculum positive behaviour is reinforced and rewarded. We aim to reinforce positive behaviours rather than using a punishment based system and responding to negative behaviours.

6. Positive Behaviour Management (PBM) Model

6.1. At Calthorpe Academy we use Positive Response Training's Model for delivering Positive Behaviour Support (PBS) interventions (Allen et al.

1997). This has been widely adopted in the UK and features the following three components:

6.1.1. **Primary Prevention** involves changing aspects of a learner's environment so as to reduce the probability of challenging behaviours occurring. Primary prevention strategies include:

- changing features of learner's physical environment
- addressing internal setting events (mental & physical health)
- eliminating or modifying specific triggers for behaviour
- increasing rates of access to preferred reinforcers
- modifying demands to meet the needs of the individual
- teaching new skills

6.1.2. **Secondary Prevention** involves identifying the early signs that a learner may be becoming distressed and then implementing appropriate supportive actions to restore calm and prevent behaviours from escalating. Secondary prevention strategies include:

- removing or changing the stimulus that may be causing the behaviour
- prompting to use coping skills
- diversion to reinforcing/compelling activities
- strategic capitulation (i.e. giving them what they want in order to stop the behaviour)

6.1.3. **Reactive Strategies** are procedures that may be required should it not prove possible to prevent or avoid challenging behaviours that pose risks to the persons or others. They may involve physical interventions such as breakaway, removal or restraint procedures. Their only objective is to ensure the safety of those concerned in the most ethical, least restrictive manner and in accordance with Calthorpe Academy safeguarding ethos.

6.2. Every learner that presents with behaviour that challenges should have an up-to-date positive behaviour support plan that contains the above elements. This plan should be amended/reviewed as necessary each time there is a serious incident of challenging behaviour or termly as a minimum.

7. Behaviour Support Plans, Monitoring, Evaluation and Review

7.1. All learners will have a Wellbeing passport and possibly a Behaviour Support Plan (BSP) depending to the level of support they need in terms

of their behaviour(s) or adaptive skills. Behaviour Support Plans will include the identified behaviour(s) for which they need support, possible environmental and/or behavioural triggers and agreed supportive interventions and strategies. Behaviour Support Plans will be written by the class teacher in consultation with the relevant people who are involved with the learner. Wellbeing passports should also be consulted when writing a Behaviour Support Plan. Overall, if a learner requires support in terms of behaviour(s) that may be affecting their learning and development, or displays behaviour that is deemed as challenging, then a Behaviour Support Plan should be devised and implemented.

7.2. Universal – support for ALL learners

a) Capable Environment Expectations (pathway specific expectations)

b) Wellbeing passports (completed and reviewed by teacher)

- Includes communication strategies, likes, dislikes, reinforcement, sensory and physical needs, situations learner finds difficult, how they show this and what to do to support.

c) Targeted support - support for some learners– (with low-intensity behaviours, regardless of frequency)

- Targeted Behaviour Support Plan (completed and reviewed by teacher with advice as needed)

- Definition of target behaviour(s)

- Occurrence of target behaviour(s) is recorded on Antecedent-Behaviour-Consequence (ABC) chart, Partial Interval Records (PIR) and/or Sleuth

- Direct observations are completed/possible environmental triggers are identified

- Intervention strategies are based on brief and informal functional assessment

- Targeted Behaviour Support Plan is devised (completed and reviewed by teacher, with support from Behaviour Support Team if needed). This will include:

- Communication strategies; both expressive and receptive
- Proactive strategies (environmental and behavioural)
- Informal functional assessment based on basic problem solving
- Environmental adaptations to support learner

- Teaching new skills
 - Secondary prevention and reactive strategies
- d) Specialist Behaviour Support Plan – (completed by Behaviour Support Team in collaboration with class teacher)
- If the reason behind behaviour(s) is unclear/multi-component or high risk, a Specialist Functional Behaviour Assessment is needed.
 - Partial Interval Records are used alongside Antecedent-Behaviour-Consequence (ABC) forms and Sleuth (recording software)
 - Standardised behavioural assessment questionnaires are completed
 - Direct observations carried out by the Behaviour Support Team
 - Interventions and strategies are based on Functional Behavioural Assessment
 - Specialist Behaviour Support Plan completed by Behaviour Support Team in collaboration with teacher and reviewed by teacher in collaboration with Behaviour Support Team. This will include:
 - Functional Behavioural Assessment
 - Description of target behaviour(s)
 - Precursor behaviours and setting events are identified
 - Multi-component functions of target behaviour(s) are described
 - Functionally equivalent replacement behaviours are described
 - Reinforcement strategies are described
 - Function-specific secondary prevention and reactive strategies are described
- e) Functional Assessment Summary: A Functional Assessment Summary is completed by the Behaviour Support Team. Best practice standards (O'Neill et al, 1987) indicate that functional assessment requires the following:
- A clear description of the challenging behaviours, including response classes and behavioural chains that frequently occur together
 - Identification of the events, times, and situations that predict when the challenging behaviours will and will not occur across the full range of typical daily routines
 - Identification of the social outcomes that maintain the behaviours (i.e. the function they serve for the person)

- Construction of one or more summary statements or hypotheses that describe specific behaviours, specific situations in which they occur, and the reinforcers that are maintaining them
 - Collection of direct observational data that confirm the summary statements.
- f) Risk Assessment: A Risk Assessment should be completed for learners with a BSP, as their behaviour(s) could be a risk to either themselves or others. Teacher to complete risk assessment
- g) Review of Behaviour Support Plan: Plans to be monitored and reviewed on a termly basis or when necessary (for example after a serious incident of behaviour that challenges or if strategies are not effective). This must be reviewed following any incident where physical intervention is needed. The evaluation section of the BSP is then completed also.

8. Monitoring Learner Progress and evidencing outcomes

- 8.1. It is important when supporting learner with behaviours that challenge that we are able to demonstrate effectiveness in terms of:
- Improving access to the curriculum and quality of life
 - Achieving reductions in the frequency, duration and intensity of behaviours
 - Achieving reductions in the frequency and duration of any restrictive practices
- 8.2. Calthorpe Academy uses sleuth as a system for recording and monitoring behaviour. Data is analysed at an individual level and also an organisational level. This helps to inform behaviour support planning and monitoring.
- 8.3. Progress is also monitored through the following:
- Observational Antecedent/Behaviour/Consequence forms, Partial Interval Records
 - Progress data (skills development)
 - Learning walk and observation process (behaviour for learning is a component of the Fabulous Five)

9. Staff Training

- 9.1. Training is critical in the provision of effective support. At Calthorpe Academy all staff receive in house training in Positive Behaviour Support and receive annual refreshers. Staff receive training as part of their

indication and at regular points throughout the year. This includes universal strategies and proactive support. Staff also receive coaching as necessary in implementing strategies.

- 9.2. Physical intervention skills are only taught to staff identified as needing this to support learners with their BSP. We use Positive Response's Positive Behaviour Management training. This includes both the generic principles of PBS and their specific applications to the learners they support and that their working methods support the implementation of this training in practice. It focusses on a gradient of support and this is reinforced throughout the training. Staff who are not trained should call for assistance if needed to support a learner.

10. Quality Assurance

- 10.1. It is important that Behaviour Support Plans are implemented effectively by all staff and that this is monitored. Behaviour for learning is included in the teaching and learning observations looking specifically at engagement, appropriate use of reinforcement and that behaviour strategies are taught with a focus on primary prevention. This ensures that behaviour support is embedded throughout all aspects of the curriculum. Audits are completed on Behaviour Support plans to ensure they are high quality. Fidelity checks are used to monitor implementation to ensure proactive elements of the BSP are in place.

11. Specific Issues Concerning the use of Reactive Procedures

- 11.1. The use of reactive strategies may be necessary when all other primary and secondary preventative measures have been unsuccessful in order to ensure safety for the learner, staff, other learners or the public. Good practice dictates that any reactive strategy should be tailored to meet the needs of the individual learner and used as a gradient of support as a last resort. The agreed use of any reactive strategy should be clearly identified and recorded in the learners Behaviour Support Plan. This will be completed in collaboration with staff involved in supporting the learner and other professionals as appropriate. If physical intervention is needed in a crisis situation (and is unplanned) then the BSP must be reviewed and this must be written into the plan. The BSP should be reviewed after any physical intervention with a plan to reduce the need for this. The use of any restrictive intervention must be recorded on sleuth. The Behaviour Support Team will routinely analyse any restrictive interventions and act upon this if needed. They will train staff in effective recording methods and conduct periodic checks to ensure the reliability and validity of ongoing records. They must also respond swiftly and effectively to any escalating patterns of use, identifying root causes and taking appropriate corrective actions.

11.2. Reactive strategies must:

- not be used in isolation but always be used in conjunction with positive behavioural procedures
- follow a gradient of support, with the least intrusive procedure always being the first option
- they must only be used as a last resort when all other strategies have proved unsuccessful
- they must only be used for the minimum amount of time necessary to deal with the immediate situation
- not be used as punishments or rewards
- be tailored to meet individual need and prescribed on an individual basis only
- use the minimal amount of force necessary in any given situation
- be proportionate to the immediate situation
- focus on giving control back to the service user as quickly as possible
- avoid the use of pain compliance
- not employ potentially dangerous positions that may compromise the health and wellbeing of the service user
- avoid vulnerable parts of the body (neck, chest, groin). Avoid hyper extension and/or hyper flexion of the joint
- not impede the process of breathing
- be capable of being performed by all key staff
- be regularly reviewed
- take into consideration all possible contra-indications and/or complications
- be routinely assessed following their use for any signs of injury or psychological distress to the learner
- be recorded within 24 hours on Sleuth following their use
- if you have any cause for concern following restrictive practice with one of our learners please contact a Designated Safeguarding Lead.

11.3. Keeping Children Safe in Education (September 2022) references the use of “reasonable force” in schools, Academies and colleges. Guidance states there are circumstances when it is appropriate for staff

in schools/academies to use reasonable force to safeguard children and young people. The term “reasonable force” covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain learners. This can range from guiding a learner to safety by the arm, to more extreme circumstances such as breaking up a fight or where a learner needs to be restrained to prevent violence or injury. “Reasonable” in these circumstances means “using no more force than is needed”. The use of force may also involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact.

11.4. The decision on whether or not to use reasonable force to control or restrain a child:

- is down to the professional judgement of the staff concerned
- should always depend on individual circumstances

11.5. If you need to use reasonable force to respond to risks presented by incidents involving children with Special Educational Needs, disabilities or medical conditions, you should consider the risks. This includes:

- carefully recognising the additional vulnerability of these groups
- considering your duties under the Equality Act 2010

12. Post Incident Support

12.1. Both receiving and applying restrictive interventions and supporting behaviours that challenge can be stressful. Calthorpe Academy provides emotional support to staff involved in incidents where restrictive strategies have proved necessary. This process of emotional support is separate from any organisational learning that takes place following critical incidents. The former is designed to ensure and maintain well-being, whereas the latter aims to ensure improved management of critical incidents and, as far as possible, reduced use of restrictive interventions.

12.2. Support offered to staff:

12.2.1. Universal Support

- Discuss how you feel following an event.

12.2.2. Targeted Support

- Supported by pathway leads of PBS team following an incident and the impact it may have.

12.2.3. Specialist Support (through referral from EL or BST)

- Psychological support if staff member is still experiencing difficulties from Schools Advisory Service (SAS).

13. Exclusion

- 13.1. Calthorpe Academy does not want to exclude any learner from the Academy but sometimes this may be necessary if the behaviour of the learner is considered a threat to other people. The Headteacher may exclude a learner for one or more fixed periods, for up to 45 days in any one academic year. In extreme and exceptional circumstances, the Headteacher may exclude a learner permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion if the situation warrants this. Calthorpe Academy would follow Government Guidance should this happen (Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion, updated February 2015).

14. Reducing the Use of Restrictive Practices

- 14.1. Huckshorn (2004, 2005) identified six key organisational initiatives that have been repeatedly shown to reduce restrictive practices. These are: clear leadership commitment; using data to inform practice; involving the workforce in formulating reduction plans; employing specific restraint reduction tools (such as risk management plans that feature non-restrictive alternatives); involving service users in developing and monitoring plans; and having effective individual and organisational debriefing strategies in place.
- 14.2. Calthorpe Academy is committed to reducing the use of restrictive practices.

15. Peer on peer abuse

It is important that schools and colleges can recognise that children are capable of abusing their peers, and that this abuse can include bullying, physical abuse, sharing nudes and semi-nudes, initiation/hazing, upskirting, sexual violence and harassment.

We fully understand that even if there are no reports of peer on peer abuse in school it may be happening. As such all our staff and learners are supported to:

- be alert to peer on peer abuse (including sexual harassment);
- understand how the school views and responds to peer on peer abuse
- stay safe and be confident that reports of such abuse will be taken seriously.

We will recognise that “child on child abuse” can occur between and across different age ranges.

We will follow both national and local guidance and policies to support any learners subject to peer on peer abuse.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive behaviour in the future.

Our values, ethos and policies provide the platform for staff to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance. Learners do not always understand appropriate behaviour and it is important to have interventions and strategies to support them to manage. Many learners do not understand the implications of their actions and may display physical behaviour towards their peers. Behaviour Support Plans will detail strategies to support. Any incidents involving peers will be recorded on sleuth.

16. Legal and Policy Frameworks

- 16.1. It is important that all organisations supporting challenging individuals demonstrate that their practice meets both legal and best practice standards. While there is no specific legislation that addresses the provision of care to people with intellectual disabilities and challenging behaviour, all of the following may be relevant at some time when supporting challenging individuals: The Deprivation of Liberty Safeguards (2008), the Mental Capacity Act (2005), the Human Rights Act (1998), the Children Act (1989) and the Mental Health Act (1983, 2007). In addition, the Health & Safety at Work Legislation (1974, 1999),

with its statutory requirements for employers to manage risks in the workplace, has major relevance to the planning and delivering of training in reactive strategies. Lyon & Primor (2004) remains the definitive UK guidance on legal issues relating to the use of physical interventions. The Academy also has legal duties under the Equality Act 2010, in respect of safeguarding and in respect of learners with special educational needs (SEN).

- 16.2. Guidance for good practice is available in Royal College of Psychiatrists, British Psychological Society, and Royal College of Speech & Language Therapists, 2007, Harris et al, 2008; Bild, 2014; Department of Health, 2014, 2015; Skills for Care & Skills for Health, 2014; NICE, 2015.

17. Appendix A

17.1. This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- E-Safety Policy
- Anti-bullying Policy
- Exclusion Policy

