CHESHIRE SPECIAL SCHOOLS' CONSORTIUM POSITIVE BEHAVIOUR SUPPORT POLICY

EXECUTIVE SUMMARY

MAY 2017

KEY POINTS

1. Challenging behaviour is often the result of an unmet need and/or difficulties in communicating that need to others. Many of our pupils experience sensory issues and may find particular environments and experiences over-stimulating, frightening or uncomfortable. In order to be active and valued participants in society as adults, our pupils need to be empowered to respond to, and cope with a range of potential situations and demands.

2. We aim to design programmes to teach more effective means of communication, more socially appropriate interactions with others, and greater tolerance of the different environments and demands which will be encountered in everyday life.

3. In order to fulfil this aim, we adopt the principles and practices of the Institute of Applied Behaviour Analysis (IABA), an internationally-renowned organisation and market leader in using multi-element Positive Behaviour Support (PBS) approaches to enable people to overcome behaviour challenges and ultimately live the life they want to live.

4. Positive Behaviour Support (PBS) is widely acknowledged to be the most effective way to support people whose behaviour challenges the families, carers, schools and services that support them. From April 2014 onwards, it has been the required model for all adult learning disabilities, social care and health services to follow.

5. PBS focuses on a person's right to be treated with dignity and compassion, to be valued, to be listened to, to be supported to have the best quality of life possible, and to be empowered to make choices and decide on how they want to live that life. PBS makes use of the principles of applied behaviour analysis to observe, analyse and understand the messages which a person is communicating through their behaviour; it recognises that behaviours occur in part as a response to environmental triggers and demands, and seeks to create a better match between a person's needs and services offered, whilst teaching pupils new ways to get their needs met, and important coping and tolerance skills when those needs cannot always be met; it acknowledges that reward strategies can be useful tools in helping children to begin to use newly acquired skills and to employ self-control; it emphasises that adult responses when undesired behaviour occurs can make the situation either better or worse, and teaches staff to take steps to reassure, redirect and calm a pupil rather than confront, threaten or apply a sanction or punishment and provoke escalation of the situation.

6. Pupils who experience behavioural challenges may be provided with an IPBSP (Individual Positive Behaviour Support Plan) or LRT (Listen, Respond, Teach) plan by their class teacher, which includes information on the messages behind the behaviour, responses to make when behaviour does occur to reassure, redirect and de-escalate a situation, and details of new or replacement skills which need to become the focus of a teaching programme.

7. For any pupils whose behaviour has the potential to impact on their quality of life and significantly restrict their learning, staff will produce a more formal Positive Behaviour Support Plan (based on the IABA multi-element PBS model). Details of steps to be taken in order to set up a PBSP are included in the full behaviour policy.

8. Staff are given access throughout the school year to a range of training courses in using the IABA multi-element model.

9. Parents/carers should be consulted and be involved in the formulation of all aspects of a PBSP, including responses made when behaviour occurs to keep people safe.

10. Additional support from external professionals will be sought if it is required.

11. Within a Positive Behaviour Support framework, all responses which adults make when behaviour challenges begin to be displayed are intended to reassure the pupil, to help them overcome the problem or reduce their emotional response to it: the focus is on keeping everyone safe by helping the pupil who is experiencing difficulty to calm and resettle as quickly and as effectively as possible. Traditional responses when unwanted behaviour is occurring, such as applying negative consequences or ignoring the behaviour (and by default, ignoring the message the pupil is trying to convey through it), often lead to an escalation in behaviour, and do not feature in a PBS approach.

12. **"Time Out"** describes the action of moving a pupil away from one area to another as a punishment to teach them to stop misbehaving before they will be allowed to return to the activity they were previously enjoying. We do not believe that pupils should be punished for trying to communicate to us that they have a problem with the current situation, whether that is a result of anxiety, over-excitement, boredom or frustration, and using punishment strategies like "time out" have no place in a PBS model.

13. **"Withdrawing"** a pupil from an over-stimulating environment, to one that is better suited to provide an activity that will help to reduce their current arousal level, is a positive action related to redirection. If a pupil's rising arousal levels are being well monitored it should be possible to invite a pupil to willingly leave one area to accompany a member of staff to engage in a different activity elsewhere, without producing an escalation in the presenting behaviour.

14. **"Seclusion"** is defined by the Department of Health (2014) as:
    > "The supervised confinement and isolation of a person, away from other users of services, in an area from which the person is prevented from leaving….Its sole aim is the containment of severely disturbed behaviour which is likely to cause harm to others."

    By preventing a person from leaving a room, seclusion is effectively a deprivation of liberty. Seclusion is therefore only permissible with a person who has either been detained under the Mental Health Act 1983, or is subject to a criminal order. Consequently it is not a practice to which we ascribe at Greenbank School.

15. "Physical intervention" refers to direct physical contact between one person and another and can therefore include contact which gives teaching guidance or support, or which serves an important emotional purpose. Contact of these sorts is recognised as both proper and important within a teaching role and is not considered to be restrictive. In contrast, using physical contact to interrupt behaviour (eg to block self-injury or to prevent a child hitting

out at a classmate) or to lead a pupil out of a room, is a temporary restrictive practice, which is defined as:

> "Making someone do something they don't want to do or stopping someone doing something they want to do"

16. There may be times when, in order to keep people safe, it may be necessary to ask pupils to do something they would prefer not to do, or to prevent them from continuing to do something that might be harmful to themselves or others.

17. Section 93 of The Education and Inspections Act 2006 empowers school staff to use "reasonable force…to prevent a pupil from hurting themselves or others, from damaging property or from causing disorder."

18. Although staff have the legal power to use force, we aim to identify alternative responses that can be made when pupils experience upset, anxiety, confusion, anger or distress and so significantly reduce the need for intervening by using either **Physical Contact** (the interruption of a behaviour by means of 1 member of staff making physical contact with a pupil) or **Physical Intervention** (the interruption of behaviour by means of 2 members of staff making simultaneous physical contact with a pupil). Physical Intervention would only be recommended as a planned response for a pupil at Greenbank School, as a last resort and in exceptional circumstances.

19. If **physical intervention** is used in an emergency as an unplanned response with any pupil, staff should carry out a risk assessment of the situation and consider what measures can be put in place to prevent the emergency situation recurring in the future.

20. Where **physical contact** is made with a pupil as a behavioural response, this is likely to be recorded within a pupil's LRT or PBSP folder and may be uploaded into a summary data software programme. Where **physical intervention** is used with a pupil as a behavioural response, this would always be recorded in the school's Physical Intervention log book. Parents would be informed immediately that such an incident had taken place, and provided with details of the incident, including a copy of the log if required. Parents should also feel reassured that the school considers such incidents exceptional and will always review practice and responses following such an occurrence, to find alternative ways forward to better support their child.

21. In addition to the above, there will be times when significant behavioural incidents occur in school, in which a pupil becomes anxious, angry, upset or distressed and which are resolved without staff using physical contact. If such an incident occurs, a school incident log will be made, data will be uploaded to the school's monitoring system and information will be shared with parents, so that they will be aware that their child has experienced some difficulty that day. Staff at Greenbank School will reflect critically on such incidents to consider whether the pupil has any underlying unmet needs which have to be addressed, and will work to identify and respond to these in liaison with parents/carers and if required, additional multidisciplinary professionals.

22. The Department for Education requires that a school's behaviour policy includes reference to school rules and powers to search for prohibited items. This information is consequently included in the full policy and in the Governing Board's "General Statement of Principles" which is also published on the school's website.

Date Written :	*03/07/17*
Date approved by Governors :	
To be Reviewed in :	*May 2018 by Behaviour Consultant*
The person responsible for monitoring this policy statement and monitoring and evaluating its implementation is:	*B Scott – Behaviour Coordinator*