



CALDER LODGE SCHOOL

PROMOTING GOOD BEHAVIOUR POLICY

Introduction

Calder Lodge's approach to the management of our pupils' behaviour is one of treating all of our children fairly, respectfully and consistently. Our collective approach is based on teamwork where staff manage behaviour together with shared authority and status and promoting and protecting the dignity of the pupil.

Due to the nature and functioning of the pupils we educate; our pupils may present challenging behaviours which test the boundaries of what is considered acceptable.

The promotion and encouragement of good behaviour is an essential aspect of the school's role in creating the conditions in which pupils feel safe and can learn effectively. School experiences also lay the foundations for successful citizenship in later life.

The school operates on the principles of fairness, mutual respect and kindness towards each other. These expectations apply to adults and children equally. Good relationships are vital between everyone and at every level. All staff will:

- Make eye contact with pupils.
- Provide positive role modelling.
- Start conversations and greet pupils.
- Enjoy relating to pupils.
- Set high standards of behaviour, speech and manners.

Positive behaviour can be promoted by:

- Effective teaching; well planned and delivered lessons and activities.
- Positive relationship building through opportunities for success and achievement and their recognition and celebration and the building of both self-esteem and self-control in the pupil. Compassion and kindness underpins everything we do.

- The implication of clear, fair and consistent discipline delivered impartially, courteously and calmly. Disciplinary action is only effective in the context of trust, goodwill and fairness. Staff reaction should model our expectations of behaviour from pupils. Staff are directed to step back, consider, consult and seek support if a disciplinary issue is serious, complex, unfamiliar or has health and safety implications.
- A reward system which responds to positive behaviour and good endeavours.
- A willingness to stand quietly firm when pupils resort to aggression and violence. Staff should always be prepared to ask for help from others in these circumstances to avoid escalation and to ensure the health and safety of all members of the school community. Staff must always make a risk assessment before holding a child. The risk assessment may involve “on the spot” decision making or third-party intervention/consultations.
- The use of ‘Team Teach’ holding techniques to safely hold and move pupils if necessary. This approach promotes the safety and dignity of pupils and staff.
- The writing of detailed incident reports (CPOMs) which are kept, and copies made available to parents and external agencies on request. Incidents are monitored by SLT. All restrictive physical interventions will be recorded on CPOMs following school guidelines.

Safety, Care and Control

The emphasis must be on reflection, consultation and planning when tackling complex and challenging behaviour. Risks must be assessed, and safety always considered. Safety and security should be mutual amongst the entire school community.

Respect and compassion should be our priorities with the dignity and safety they provide. Our example, as positive role models is vital and we above all must demonstrate the measured, decent and compassionate authority we believe will keep us all safe.

Our expectations are high, but we must deliver them with control and calmness. We must demonstrate to the pupils in our care that reason, fairness and respect offer us the best solution to conflict and dispute.

Evidence of our values must be demonstrated by:

- High quality of teaching and care.
- A comfortable, safe and cared for environment.
- Good rapport and relationship between all members of the school community.
- Evidence of courtesy and kindness throughout the school.
- An openness and transparency about all that we do and record.

We are fully supportive of and committed to good teaching, sound behaviour management, effective anti-bullying policies, clear rewards, consistently applied sanctions and

imaginative use of the curriculum. We support all areas of equality and diversity. All make a difference and reinforce the message that all young people can achieve their full potential.

Rewarding Success

Staff adopt a positive approach to improving pupil behaviour. Such an approach must focus on rewarding effort, developing positive relationships and helping to build pupil's self-esteem. Rewards are used to increase motivation, the desire to succeed and to build self-esteem through the recognition of such things as the achievement of high standards of work, good behaviour and attendance. The reason for and the nature of the rewards should be clear to both staff and pupils and should be awarded as soon after the event as possible. At Calder Lodge, staff help to create an ethos of "Positive Achievement" in the following ways:

- Personal praise and reward.
- Sharing an individual's success in daily handover between lessons.
- Celebrating success in school assemblies.
- Displaying pupil's work – classroom, school displays, website.
- Informing parents and carers of an individual's success.
- Weekly awards- certificates.
- Extra trust, responsibilities and privileges.
- The school will also reward pupils who are striving to improve their performance by rewarding "Headteacher's Award" award (weekly).

In addition, pupils are able to earn Points issued by teachers and support staff respectively. Pupils are rewarded in the following ways through this system:

- Verbal praise.
- Certificates.
- Weekly prize award.
- Reward activities at the end of each term.

Pupil Code of Conduct

- Please actively listen.
- Show tolerance and respect towards other people. Bullying, racism and sexism will not be accepted in any form.
- Help create an atmosphere in which everyone can live and learn safely and effectively.

- Move around school sensibly and with regard to the wishes and needs of other people.
- Keep the building and grounds clean, tidy and welcoming.
- Respect other people's property.
- Consider our reputation when you are out of school. You are an ambassador. Everyone at Calder Lodge is judged by your behaviour.

The code of conduct has been designed so that everybody can live and learn safely and effectively.

It covers the behaviour we expect from all pupils in all areas of the school.

Classroom Expectations

- Pay attention and follow instructions.
- Put up your hand and take your turn when you require help.
- Respect others, their space and their belongings.
- Work quietly and do your best.
- Listen to staff and peers.
- Use positive language and remember – 'please', 'thank-you', and 'excuse me'.
- Safely use, don't abuse, equipment and furniture.
- Think before you act.
- Be tidy – a place for everything and everything in its place.
- Line up and walk with staff when required.
- Be in your seat, not on your feet.

Unacceptable Behaviour

- Physical assaults.
- Verbal abuse.
- Play fighting.
- Bullying and intimidation will not be tolerated. Discrimination and prejudice towards age, ability, gender and gender identity, race, sexual orientation or religion will not be tolerated.

- Smoking is NOT permitted and will be treated as a serious breach of the school code of conduct.
- Alcohol and the use of prohibited drugs will also be treated as a serious breach of the school's rules.
- The intentional disruption of lessons will not be tolerated. All pupils are entitled to learn in their lessons; pupils preventing learning will face consequences.
- Pupils should adhere to the school policy on the use of mobile phones and other electronic devices that can be disruptive or used to bully or infringe the rights of other pupils and staff.

Sanctions

The school will apply the following sanctions for breaches of the schools Code of Conduct and for displaying any of the unacceptable behaviours listed on the preceding page. A successful system of sanctions relies upon the pupils being aware of what constitutes appropriate behaviour, opportunities to address undesirable behaviours and the acceptance that the imposition of a sanction is a consequence of their actions. A classroom philosophy that aims to encourage and stimulate learning and behaviour reduces the need for the use of sanctions. The adult-pupil relationship is central to this process. The school will always consult parents / carers of pupils if any of the following may have to be considered.

Internal Exclusions or After-School 'Catch up'

- For persistent disruption of lessons over a short period of time.
- Refusal to work or to complete work.

Consequences

- Time out away from the class.
- Restrictions or removal from organised activities.
- Loss of time at break.
- Loss of time after lunch.

The school monitors sanctions for effectiveness of use and seeks pupil comment through sanctions records.

Consideration of Fixed Term Exclusions

The school (Head Teacher or Deputy Head Teacher) will consider applying fixed term exclusions for continuous breaches of the following unacceptable behaviours:

- Verbal abuse of another pupil or staff.

- Bullying, Racism, Sexism, Homophobic behaviour, Intimidation.
- Persistent infringement of the non-smoking rules.
- Persistent disruption of lessons over a long period of time.
- Persistent refusal to wear a school uniform.

Consideration of Permanent Exclusion

- Violent physical assault on another individual that causes actual bodily harm.
- Use of alcohol or prohibited drugs.
- Consistent absconding.
- Considerations of police involvement.
- The SLT only are permitted to sanction police involvement on the site of the school. Staff are entitled to consider police involvement but must consult the SLT before pursuing such action.

Support after Exclusion or Concerning Behaviours

A behaviour or reintegration contract is an agreement to monitor concerns after a period of exclusion or concerning behaviour. We initiate a meeting between school, pupil, and the pupil's parents/ carers and local authority (where necessary) that sets limits for pupil behaviour, rewards good choices, and outlines consequences for poor choices.

We focus on the behaviours that we would like to see change. Our aim is to take steps toward improvement so that it feels more "do-able" to the pupil. We emphasise that the parent, pupil, and school are all part of the same team. It is a co-operative venture.

The method to be used daily for monitoring pupil behaviour includes a contract signed by all parties that will state rewards and consequences that correlate with behaviour choices. Good school-to-home communication facilitated by the Pastoral Lead helps significantly with progress with pupils. The pupil is asked for input which encourages them to connect into the process even further.

Teachers and keyworkers are consistent with the pupil in the classroom, adhering to the wording of the behaviour contract agreement, emphasising the positives that come with good behaviour choices and encouraging the pupil to get used to new habits of good behaviour.

The school will make every attempt to promote positive behaviour. The school hopes that by promoting positive behaviour all pupils will access the wide range of rewards and incentives available, and the intrinsic merit and satisfaction of successful engagement in education.

Guidelines on Managing Challenging Behaviour

All staff should read and be familiar with promoting 'good' behaviour guidelines and other related school policy documents (abbreviated versions of each can be found in staff handbooks). Seek discussion with and clarification from experienced colleagues and always be cautious and measured in this most sensitive and problematic area.

- Do not overreact, remain calm.
- Begin with low level interventions and only use a more assertive approach if necessary.
- Avoid confrontation and humiliation.
- Listen.
- Establish facts.
- Be consistent.
- Use sanctions sparingly.

If the positive ways of resolving a problem are not effective, you could consider the following:

- Always seek to diffuse and never to escalate. Assert calmly and fairly what is right and responsible. Pupils deserve fair, clear and consistent outcomes for inappropriate behaviour.
- Always seek win-win outcomes where fair play and dignity are preserved for everyone.
- If the pupil's behaviour persists, staff have a duty to protect health and safety, maintain good order and discipline and to preserve the dignity and rights of all members of the school community.
- Any physical intervention should be carried out following Team Teach principles. Staff need to be particularly mindful of and apply the following principles and practice:
 1. Staff must demonstrate control and reassuring behaviour throughout and give the pupil frequent opportunities to calm and comply.
 2. Staff must assert themselves fairly and firmly with clear measured language that asserts what is fair, is supportive of the pupil and is assertive but reassuring, encouraging the pupil to cooperate.
 3. Always be prepared to model the good behaviour expected of our pupils.
 4. If physical intervention has had to be employed, the appropriate pupil and staff debriefing procedures should be applied.
- All members of staff are expected to follow Team Teach guidelines and principles. Teaching, and support staff work in 'loco parentis' and should always operate with

an appropriate 'duty of care'. Non-compliance may result in disciplinary action, especially if improvised holds and the deliberate inflicting of pain are involved.

- Raised voices and theatre can have a place but should be used appropriately. They must not include threats, strident, aggressive and confrontational language and body language.
- Remember calm, dignified and consistent discipline delivered equally by a team of adults who share both values and authority offer the greatest safety, dignity and protection to all members of the school community.
- Use the Keyworker system and seek the support and advice of the child's class teacher. The Keyworker can then access senior staff.

Pause, reflect, consider and plan options with colleagues.

The school will make every attempt to promote positive behaviour. The school hopes that by promoting positive behaviour all pupils will access the wide range of rewards and incentives available; and engage more effectively in learning.

Behavioural Support and Physical Intervention Policy

This policy does not and is not intended to supply guidance on the management of individual children and young people's behaviours. This policy is concerned with the provision of appropriate support for behaviour generally. Children and young people support strategies should come from individual assessment.

For the purpose of this policy challenging behaviour is defined as;

"Behaviour can be described as challenging when it is of such intensity, frequency or duration as to threaten the quality of life and/ or the physical safety of the child or young person or others and it is likely to lead to responses that are restrictive, aversive or result in exclusion."

Principles

- Children and young people displaying behaviour which challenges them does so for reason/s.
- Communication is paramount and it is the key to ensure effective support.

- Good support and intervention is based on a holistic assessment that is focused on the children and young people's needs.
- Good assessment gives understanding for behaviours.
- Children and young people's behaviour is individual, and each support plan is individual.
- Children and young people will be treated with respect and dignity, regardless of the potentially negative impact of displayed behaviour.
- Staff supporting children and young people who display behaviour which challenges, must do so within an agreed behaviour support plan.
- Calder Lodge School has a duty to protect and maintain the physical and emotional wellbeing of all its children and young people, staff and volunteers, including those affected by behaviour which challenges, so support must include the wellbeing of all.

Who is covered by this policy?

- The application of this policy is mandatory for all Calder Lodge School staff, volunteers, foster carers, agency/bank staff and all other representatives.
- Staff understanding of this policy will be assured through training, assessment of competency and supervision.
- This policy is applicable to all Calder Lodge staff and representatives who support children and young people who display behaviour which challenges.

<h2>Behavioural Support and Physical Intervention Procedure</h2>

Procedure

- Children and young people with learning difficulties can display behaviour which challenges them.
- Behaviour which challenges can harm the children and young people and others.
- Effective behaviour support aims to understand the individual's communication and how they like to be interacted with. It is essential that staff understand and reflect on their own behaviour and know what their own triggers are, as well as their children and young people and develop strategies to minimise and reduce the impact that their behaviour has on the individuals' life.

- Children and young people displaying behaviour which challenges may experience inappropriate or restrictive management practices if this policy and procedure is not followed.
- The development of a behaviour support plan is dependent on the stage at which an issue is identified.
- This will primarily be before the individual joins the service/ transition, or when a child or young person is already within a service and displays or is reported to display some form of behaviour which challenges.

Before joining a service/ transition

Seek information on existing or historic behaviour which challenges.

Information to be gained through the most appropriate sources dependent on the level of potential risk that the behaviour may pose. Source examples:

- Children and young people discuss/ observe/ direct work.
- Discussion/ information sharing with previous service provider.
- Discussion/ information sharing with the child or young person's family or other support (with their consent).
- Review of records and other relevant documentation.
- Discussion/ advice from specialist staff such as psychologists, behaviour analysts, as is appropriate to each child or young person.

If a behaviour or the likelihood of the occurrence of a behaviour is identified, an assessment should be arranged and completed and a support plan developed.

Existing child or young person displaying behaviour which challenges

If an existing child or young person displays behaviour which challenges, an assessment should be arranged, and a support plan is to be developed.

Assessment

Children or young people being supported require an assessment. This assessment will depend on the individual and is normally undertaken by the SLT who write a plan with the child or young person that explains how they are to be supported. The child or young person should be supported throughout the process to be involved in the discussions and decisions. The means of support should be appropriate to everyone. (Please see Appendix for guidance notes- Assessment for more information.)

Support plan

A support plan documents the plan for addressing a specific behaviour which challenges in the least restrictive manner as possible in each situation. There is no fixed format for the plan, but it must be a logical extension of the assessment, and this should be reflected in

the child or young person's Behaviour Support Plan. The reasons for the use of any intervention should be recorded in a clear and transparent manner.

Please see Guidance Notes, Support plan for more information.

(Please see Appendix for guidance notes-Support plan for more information)

Inappropriate interventions

Children and young people should always be supported within a positive behaviour framework, and this should be captured within their Behaviour Support Plan, which is led and directed by them. The use of aversive, negative or punishment-based strategies is neither appropriate nor acceptable within Calder Lodge School.

A support plan must not:

- Make use of reprimands, verbal punishments or 'telling's off'.
- Make use of sanctions or punishments of any kind.
- Sanction the use of aggressive or 'firm' body language, tone or manner.

A support plan may:

- Describe an intervention which is negative for the child or young person, for example removing them from an activity if behaviour is causing significant disruption. Clear justification must be given and reflected in the support plan.
- Use 'consequences – agreed responses' as referred to in the 'Promoting Positive Behaviour Policy'.

Behaviour monitoring

Behaviour support plans must be monitored to:

- Judge the effectiveness of the plan through reduction/ increase in challenging behaviour.
- Ensure that physical or restrictive interventions are appropriate.
- Behaviour monitoring will depend on the behaviour being monitored and the context. (Please see Appendix for guidance notes- Behaviour monitoring for more information.)

Review and alterations

Behaviour monitoring should be reviewed regularly, and informal reviews should be at least monthly.

If no behaviour change has occurred, it must be assessed why this is and the plan should be revised as necessary.

The reviewer must be clear that:

- The outcome of the assessment is valid and reflects the nature of why the behaviour is occurring.
- The support plan in place is built on a valid assessment.
- All elements of the support plan are in place.
- The support plan is being adhered to and followed through.
- If the review reveals issues these must be addressed.

If no behaviour change is occurring and all the above are in place, then the child or young person may benefit from reassessment, or assessment from an outside agency or professional.

- Review must not be focused solely on measures of the frequency of incidents of behaviour.
- Review must focus on wider quality of life measures with the child and young person views at the centre where possible.
- Family (with the individual's consent) and relevant stakeholders including staff should be involved.

Assessment should be focused on whether the child or young person's life is improved because of behavioural intervention.

Restrictive intervention - physical intervention

A physical intervention is defined as some degree of physical contact and force to guide, prevent or restrict movement.

The use of physical intervention and other restrictive practice is guided by the following principles:

- Only use as a last resort where the use of positive behavioural strategies have not been effective in reducing the risk or the occurrence of a behaviour.
- Staff should be adequately trained and competent to use physical intervention and must adhere to all safety measures.
- It should only be used where failing to act will place the child or young person or others at risk of harm.
- Children and young people have the fundamental right of freedom of movement and liberty, and this will be central to all strategies that involve or are considered to involve the use of a restrictive measure.
- Must be demonstrated to benefit the child or young person.
- Staff have the right to work in a safe environment and be able to act, which is appropriate to maintain their wellbeing.
- All interventions in all contexts must be **appropriate** to the incident, be a **proportionate** response to the incident, use a **proportionate** degree of force, be the **least restrictive** option available, be **respectful** to the child or young person

and be used for no longer than is necessary to prevent harm to the child or young person or to others.

- Physical interventions may take the form of an emergency intervention, or a planned intervention.

Emergency intervention

- Children and young people are at risk due to unexpected incidents.
- Staff may intervene to maintain the safety and wellbeing of the child or young person or themselves if they choose to do so. For example, a member of staff may physically intervene to prevent a child or young person from harming themselves or causing harm to others.
- Staff to report all interventions to the service manager and justify the action.
- Manager to assess the incident following the action as soon as possible and a behaviour support plan drawn up to reflect this.
- If it is judged that the intervention may be required again, this must be drawn up as part of a behaviour support plan and then becomes a planned intervention.

Planned intervention

- Staff can only use a planned intervention if it has been agreed by the local authority and all necessary safeguards and checks have been made.
- Staff must never put in place a planned physical intervention without consulting with the local authority.
- A physical or restrictive intervention may be planned for if it has been judged as likely to occur following assessment, or other indication such as behaviour history or incident report.
- A planned physical intervention may only be in place if it is in the context of an existing support plan. This should include a risk assessment covering the potential risks of making use of physical intervention.
- A support plan that consists only of a physical intervention or restrictive practice will be deemed inappropriate.

A planned physical intervention should consist of:

- Description of the behaviour the intervention applies too.
- Guidelines for minimising the risk of the occurrence of the behaviour and deescalating or diffusing a potential incident.
- Procedure for physical intervention detailing how staff can intervene, to what degree of force and for how long.
- Strategy for disengaging or bringing an intervention to an end.
- Strategy for ensuring that a child or young person has not sustained injury or other adverse effect.

Monitoring and review

All physical intervention must be recorded.

Psychological restraint

Can include constantly telling the child or young person not to do something or threatening the child or young person and using fear as a means. That includes depriving individual from equipment they consider necessary, such as lenses, walking aids etc. This is not an appropriate intervention at Calder Lodge and may not be used under any circumstance and is grounds for dismissal.

Areas of responsibility

Calder Lodge School Directors

- Ensure availability of resources to ensure the implementation of this policy, completion of training and systems to ratify, communicate and review this policy.
- Ensure there are clear disciplinary and other measures for staff who do not adhere to this policy.
- Ensure the policy is monitored and organisational learning is enabled by systems of data collection and analysis, as appropriate.

Service Managers

- Review the frequency of the use of physical interventions.
- Responsible for ensuring the degree of physical intervention used to support a child and young person is appropriate and is not being overused or used as a primary behaviour management strategy.

Individual Staff

All staff supporting children and young people with behaviour that challenges

- Read child and young persons' Behaviour Support Plan prior to working with an individual.
- If further explanation is needed, then the staff member must raise this and receive training to understand the outcome of the assessment, and their role in the support plan.
- Demonstrate awareness and understanding of the assessment and summary support plan and demonstrate competence in the elements of the support plan that impact on their own practice.
- Seek guidance from appropriately qualified professionals to support the management of behaviour which challenges.
- Ensure that you are adequately trained and competent to manage behaviour which challenges and to carry out physical interventions.

Learning and development

Calder Lodge is committed to ensuring that all staff are aware of what is expected of them regarding behavioural support and physical intervention so that children and young people are appropriately supported. Staff should speak to their line manager in relation to their learning needs using supervision.

- All staff must be trained in the application of a support plan.
- A staff member should only use methods of intervention for which they have been trained.
- Staff who use physical intervention techniques must be trained by a physical intervention trainer or equivalent that is registered with an appropriately accredited organisation.

Supporting guidance and additional resources

Overview

The following guidance notes are intended to give staff unfamiliar with Behaviour Management strategies an outline of how to prepare the appropriate documentation to support a behavioural intervention following on from Calder Lodge Behaviour Policy.

This is not intended to be a comprehensive guide to assessment and intervention, but a starting point for staff to begin to build a supportive framework for a person who is displaying behaviour which challenges.

Seriously challenging behaviour should be referred to the appropriate agency for professional support. Behaviour, which is not seriously challenging, but which has proven resistant to attempts at management and is acting as a barrier to an individual living their life should likewise be referred to the appropriate agency. Any intervention that carries elements of physical intervention must be referred to the appropriate agency as detailed in the policy.

The guidance will cover assessment, support plans and monitoring. This guidance will be focused on what elements should be in place to be considered a sufficient intervention. However, the highly individual nature of different challenges may mean that staff will have to apply these creatively, for example a support plan will be unique to a person and monitoring may take whatever form is most appropriate.

There is no fixed format for a written assessment or support plan. Service should have the elements described below present in their existing behaviour support/ management documentation or may create specific documentation to fulfil this purpose.

Assessment

The purpose of an assessment is to produce a rationale that explains why a particular behaviour occurs for an individual at this point in their life. This should be the logical outcome of the information gathered and then lead naturally to a support plan based on this understanding.

How that assessment is conducted, and the degree of depth of the assessment will depend on the nature and severity of the issue and the resources available.

Beginning an assessment

Prior to beginning an assessment there should be a clear identification of the issue. For example, if the issue is hitting out then this must be clearly explained. It is not appropriate to give a loose or ambiguous definition of the behaviour under assessment, for example,

Not appropriate:

“Child or young person is reported to be ‘kicking off’ at staff”.

More appropriate:

“Child or young person is being assessed in relation to aggressive behaviour reported by staff. This is reported to be in the form of hitting out and kicking with force.”

A basic assessment process will consist of, but is not limited to:

- Gaining a full understanding of the child’s or young person’s specific needs, the degree of their learning difficulty and how this affects them, an overview of their skill level, communication level and physical/medical needs as is appropriate.
- Discussion with the child or young person if appropriate.
- Interview with individuals relevant to the child or young person. e.g. staff who work with the child or young person, family or other key people.
- Observation of the child or young person, if possible, observation of the particular issue under assessment.
- Information gained from monitoring.

This would be considered a reasonable evidence base from which to draw up an assessment. But any avenue of inquiry that may yield additional info can be considered.

Documenting

Information gained from assessment (notes on observation etc.) should be held together. These notes should then be drawn together to form the written assessment.

The assessment should document as a minimum.

1. Basic biographical info (name, age etc.)
2. The rationale for assessment including the behaviour to be assessed. (Why is this assessment happening, who asked for it, what is the behaviour to be assessed.)
3. A brief overview of the child or young person’s current situation (where they are living, their current support system etc.)
4. An outline of their needs including their physical needs, communication and any information as to the nature and severity of their learning difficulty or other cognitive impairment.
5. An outline of the behaviour gained from assessment activities including:

- 5.1 What the behaviour is (i.e. a detailed description of the behaviour)
 - 5.2 The history of the behaviour as known.
 - 5.3 The frequency of the behaviour and the degree of severity or intensity if applicable.
 - 5.4 When the behaviour is likely to occur (antecedents).
- Conclusion.

Conclusion/ outcome of assessment

Every assessment should have a conclusion or outcome. This should be a statement as to why the behaviour occurs in the context of the child or young person's current situation and considering their cognitive/communicative deficits. It is not appropriate to reach a conclusion purely from the circumstances that the behaviour occurs in. For example:

“Child or young person hits out at staff when they get angry. This usually happens when they can't have their own way.”

More appropriate:

“Child or young person displays aggressive behaviour when they become angry. Child or young person appears to struggle to manage their emotions and becomes angry quickly.

At this point their ability to compromise and negotiate is impaired. This usually occurs in scenarios where they cannot have their needs met or are frustrated in some way- this is likely a reflection of them struggling to understand that they cannot have what they want immediately.”

The important point is that the conclusion of the assessment demonstrates why the behaviour occurs as a reflection of the interaction between environmental factors (being frustrated not having their own way etc.) and the deficits that a child or young person may have (elements of learning difficulty, impact of autism, communication impairments etc.). This should then form the basis of a support plan which is naturally geared to supporting an individual in a positive and person-centred manner and based on a true understanding of why the behaviour occurs, rather than a simple reflection of when it is likely to occur.

Support Plan/ Behaviour Management Plan

A support plan should be the natural outcome of the assessment. If the assessment concludes that the issue reflects a difficulty to communicate, then this should be reflected in the support plan. If it is that a child or young person cannot tolerate waiting, then this should be reflected in the support plan. If there are multiple issues, then these may all need to be addressed if possible.

Supporting an individual who displays behaviour which challenges can be a complex task. To produce a positive person-centred outcome for a child or young person should involve liaison with the child or young person where possible and all the key stakeholders in the individual's life. It should be aimed at producing tangible positive outcomes for a child or young person and supporting them in a positive and person-centred way.

A support plan should be broken down into at least 3 key areas

1. Antecedent control: what in the individual's current daily life can be adapted or controlled to make the occurrence of the behaviour less likely?

For example, if the assessment concludes that part of the reason the behaviour occurs is that the child or young person does not like demands placed upon them, then can these be removed? If it is identified that a certain type of manner of communicative approach makes the behaviour more/ less likely to occur, then this should be reflected here. Are there activities that the child or young person enjoys and therefore make behaviour less likely to occur?

2. Reactive strategy: a set of clear guidelines that should be followed when behaviour occurs. For example, if the behaviour is an aggressive outburst, then there should be clear guidelines for how staff should respond. If the behaviour is self-injury, then how should staff respond?

The main element of a reactive strategy is how to bring an incident **to a quick and safe conclusion**. This may mean responding in such a way that reinforces the behaviour if this is appropriate, however a reactive strategy is not aimed at modifying the behaviour or teaching the child and young person a new skill – it is solely aimed at bringing the incident to a quick and safe resolution. No staff member or individual should be in a position of coming to harm for the sake of trying to maintain a rule, unless it impacts on a child or young person's safety.

Any reactive strategy that requires the use of physical intervention or physical management should be referred to the appropriate service for specialist behaviour input.

3. Positive program: an outline of how the deficits that drive the behaviour can be addressed outside the context of an incident. For example, if the difficulty is being unable to wait, how is a child or young person supported and taught how to wait outside of the context of an incident? If the difficulty is communicating, then how is this being addressed?

A positive program is the area that requires the most creative thinking as the means by which a deficit may be addressed, or a new skill taught are not always obvious and not always simple. In some scenarios it may not be possible to address a key deficit. For example, a child or young person with Autism seriously struggles or is unable to accept another person's point of view or tolerate some feature of the environment. Here the focus should be on supporting them to communicate their needs and so avoid difficulty as much as is possible.

Support plan: implementation

A documented support plan achieves nothing if it is not implemented. When a support plan has been drawn up the staff who will need to take key responsibility should be identified and a date set for any changes that need to be made. When reviewing the situation or assessing why a behaviour has continued to present, it should be possible to identify whether the elements of the plan have been enacted or not.

Monitoring

Monitoring is a key part of the assessment process as it should provide information vital to understanding why the behaviour is occurring.

There is no fixed format as to how instances of behaviour should be monitored. For high level behaviour, a simple tick list may be appropriate to demonstrate how often a behaviour occurs or when it occurs. For behaviour, which is less frequent, more detail may be beneficial, using a form such as the ABC form in the appendix.

The type of monitoring used should enable the assessor to gather key information relevant to the assessment, but it should also enable them to chart how frequently the behaviour is occurring and therefore whether it is getting better or worse. This is the measure of whether a support plan is working and therefore if the assessment is valid. If the assessment states that a certain set of circumstances is causing or contributing to the behaviour and they have been addressed, but the behaviour is continuing, then there is clearly more going on and so the assessment must be revisited.

The assessment is essentially a hypothesis as to why a behaviour is occurring. The support plan acts as the experiment to determine if the hypothesis is valid, and the monitoring demonstrates whether it is successful or not.

Useful links:

Challenging behaviour foundation

<http://www.challengingbehaviour.org.uk/>

British institute of learning difficulties (BILD)

<http://www.bild.org.uk/our-services/positive-behaviour-support/>

National institute of clinical excellence guidelines

<https://www.nice.org.uk/guidance/ng11/resources/challenging-behaviour-and-learning-disabilities-prevention-and-interventions-for-people-with-learning-disabilities-whose-behaviour-challenges-1837266392005>

Appendices

Legal and regulatory requirements

This policy sits within current legislation concerning behaviours that challenge, in particular 'ensuring quality services: Core principles for the commissioning of services for children, young people, adults and older people with learning disabilities and/or autism who display or are at risk of displaying behaviour which challenges.' (NHS England 2014).

The following is a list of legislation, regulation and guidance that Calder Lodge is governed by when supporting children and young people in behavioural support and physical intervention.

Legislation:

Nothing in this policy is intended to deprive individuals of their right to defend themselves, or others, in situations where they are in fear of harm in the course of their employment.

Calder Lodge will support staff where this has happened, providing the action taken is in self-defence, and is proportionate to the risk posed to them or others whom they support.

All staff are responsible and accountable for their own actions and omissions. Staff are expected to fulfil their duty of care within the law.

Offences Against the Person Act 1861: Unnecessary use of force during a physical intervention could lead to a criminal charge of assault and/or a civil claim for compensation for any harm suffered as a result of the restraint. Restraining another person without their consent may be a criminal act. If convicted, the staff member could be fined or imprisoned. It is important that whenever restraint is used by Calder Lodge staff it is in accordance with accepted training, best practice standards and can be justified in the particular circumstances.

Health & Safety in the Workplace 1974: Concerned with health, safety and welfare at work, protecting others against risks to health and safety in connection with the activities of persons at work, for controlling the keeping and use and preventing the unlawful acquisition, possession and use of dangerous substances and for controlling certain emissions into the atmosphere.

Human Rights Act 1998: Requires 'public authorities' to act towards all citizens in accordance with the European Convention on Human Rights.

It is unlawful for public bodies, which include local authorities, to act in a way that is incompatible with those rights and freedoms. A 'public authority' includes any organisation that exercises "functions of a public nature". In some circumstances this includes Calder Lodge, as it acts on behalf of local authorities and other public authorities such as health bodies.

Mental Health Act 1983: This Act of Parliament covers the reception, care and treatment of mentally disordered persons, the management of their property and other related matters. In particular, it provides the legal means by which people diagnosed with or believed to have a mental disorder can be detained in hospital or police custody to be assessed or treated against their wishes, commonly known as "sectioning". Its use is reviewed and regulated by the Care Quality Commission. The Act has been significantly amended by the Mental Health Act 2007.

Legislation and Regulation - Children and Young People:

The Education Act 1996 forbids corporal punishment, but allows teachers to use reasonable force in order to prevent a pupil from:

- Harming him/herself or others*
- Seriously damaging property.
- Committing a criminal offence
- Acting in a way that is counter to maintaining good order and discipline at the school.

*Injury (or harm to self or others) is” ...actual or grievous bodily harm, physical or sexual abuse, risking the lives of or injury to self or others by wilful or reckless behaviour and self-poisoning”.

Section 93 of the Education and Inspections Act 2006 and DfE (July 2011) ‘Use of Reasonable Force’ enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

Committing a criminal offence (or for a pupil under the age of criminal responsibility, doing what would be an offence for an older pupil);

Causing personal injury to, or damage to property of any person (including the pupil himself); or

Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at school, whether during a teaching session or otherwise.

The staff to which this power applies are defined in Section 95 of the Act as: Any teacher who works at the school and; any person that the Head teacher has authorised to have control or charge of pupils. This: includes support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors; can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (e.g. catering or premises-related staff) and unpaid volunteers (e.g. parents accompanying pupils on school organised visits); does not include prefects.

The Children Acts 1989 and 2004: The Children Act 1989 is designed to help keep children safe and well. If necessary, it helps a child to live with their family by the provision of services appropriate to the child's needs.

Ofsted: Services on the Early Years Register and Childcare Register *must* inform Ofsted about any serious accident, injury or death that occurs to a child while the child is in their care. This includes times off the premises such as on an outing. *Statutory Framework for the Early Years Foundation Stage*, page 26. *The Childcare Register (General Childcare Register) Regulations 2008*, Regulation 6 Schedule 3 paragraph 25 and Regulation 12 Schedule 6 paragraph 26.

Additionally, those on the Childcare Register must inform Ofsted if any other person suffers such an incident whilst on your premises. Any physical intervention must be recorded.

Additional Regulation and Guidance

British Institute of Learning Disabilities (BILD) ten point Positive Behaviour Support Mission commitments and child and young person involvement in support planning:

- British Institute of Learning Disabilities code of practice for the use and reduction of restrictive physical interventions (BILD, 2006).
- Mental Health Code of Practice (2015).
- Restrictive physical intervention and therapeutic holding for children and young people - Guidance for nursing staff (Royal College of Nursing, 2010).
- Care and Social Services Inspectorate Wales (CSSIW): Regulation 38 of the Care Homes (Wales) Regulations 2002.
- Children's Home (Amendment) Regulations 2011.
- The Childcare Register (General Childcare Register) Regulations 2008, Regulation 6 Schedule 3 paragraph 25 and Regulation 12 Schedule 6 paragraph 26.
- Residential Special Schools regulations (Amendment) 2011.
- Statutory Framework for the Early Years Foundation Stage.
- DfE (April 2012) 'Use of Reasonable Force'.
- DfE Working together to safeguard children 2015

Promoting Good Behaviour Policy

Next review date: December 2025

Member of staff responsible for implementation and review: Kelly Farnworth

Position: Head Teacher

Approved by: Dan Creed (Director)

Date: October 2024