



## Positive Behaviour Support Policy

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*Signed:*  *Chair of Governors*

*Signed:*  *Headteacher*

## Positive Behaviour Support Policy

### **Introduction:**

This policy has been written to assist all staff in Ysgol Hen Felin to deal effectively with Behaviour Management. It should be read in conjunction with the current guidance on the use of sanctions and the current transport policy. This policy takes into account the strategies used at the school to deal with behaviour (Team Teach).

This policy should also be read in association with current guidance, the following guidance has been either used or referred to in its inception:

- *The joint guidance – Guidance for Restrictive Physical Interventions 2002, 2003 and ‘Positive Handling Strategies for Pupils with Severe Behavioural Difficulties’ (DfEE 2001)*
- *Safe and effective intervention – use of reasonable force and searching for weapons (Welsh Assembly Government 2010)*
- *Framework for Restrictive Physical Intervention Policy and Practice (Welsh assembly Government 2005), Safe and Effective Interventions in Use of Reasonable Force and Searching for Weapons, Guidance Document No 097/2013 (date of issue March 2013).*
- *Adverse Effects Associated with Physical restraint. June 2003, Vol 48, Issue 5*

### **Policy Statement:**

Ysgol Hen Felin is committed to providing opportunities for every young person to thrive and develop through excellent quality education and a focus on each individual's quality of life. Individual quality of life is seen as an intervention and also an outcome. By focussing on quality of life no individual, whatever, or despite the level of challenge is stigmatised, marginalised or discriminated against because their behaviour causes a challenge to the service.

Ysgol Hen Felin has an expectation that each young person is a full and valued member of the community with the same rights as everyone else, it will ensure respect for their culture, ethnic origin, religion or gender, and seek to maintain and develop their place within the community and broader society. The senior management and staff team will create positive environments which promote self-esteem, confidence and a sense of well-being by ensuring all young people:

- Have the means to communicate and are supported by staff who are effective communication partners;
- Are encouraged to make real and realistic choices and exert control over their own lives;
- Are listened to;
- Have regular opportunities for success;
- Have even their smallest achievements recognised and celebrated;
- Are supported to maintain relationships with families and significant people in their lives and develop friendships and social relationships;
- Are exposed to appropriately pitched expectations and effective behaviour modelling; and,
- Are taught skills and compensation strategies which increase their ability to manage their own behaviour.

### **Purpose:**

The purpose of this policy is to ensure that Ysgol Hen Felin:

- Focuses on both excellent education and quality of life;
- Keeps the young person at the centre of their planning;
- Creates a community where each individual is cared for and educated in an environment which positively promotes socially acceptable standards of behaviour;
- Delivers approaches and responses to behaviour that challenge are non-punitive, non-restrictive and socially enabling;
- Trains and supports the staff team to carry out their roles provide ethical, effective and skilled support for all; and,
- Works within current legislative standards and adopts current best practice and evidenced based approaches at all times.

## Definition:

*“Behaviour can be described as challenging when it is of such an intensity, frequency or duration as to threaten the quality of life and/or physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion.”* (Challenging Behaviour: A unified approach. Royal College of Psychiatrists, British Psychological Society and Royal College of speech Therapists, College Report CR144, June 2007). There are also wider issues relating to children and the definition can be extended to encompass:

*“Behaviour which is likely to impair a child’s personal growth, development and family life and which represents a challenge to families and to the children themselves however caused.”*

At Ysgol Hen Felin, challenging behaviour is defined in terms of outcomes for young people and for those with whom they interact. It is behaviour which:

- Prevents the young person from participating in everyday educational and social activities;
- Has a detrimental effect on the learning and social environment of other young people within the school;
- Is considered inappropriate to the young person’s age and developmental level;
- Results in social isolation or exclusion;
- Restricts the development of independence and skills;
- Reinforces negative self-concepts and low self-esteem;
- Creates hazards which increase the risks within the environment; and,
- Places extreme demands on resources, drawing resources away from other young people.

At Ysgol Hen Felin the interventions adopted to facilitate Behaviour Management are twofold following The **Team Teach** approach. This is a strategy to deal with the psychology of behaviour management, bio-mechanics and the safe systems of manual handling continually evolving, reflecting on latest research findings and delivering bespoke courses for accreditation in effective management of behaviour and safe handling in challenging environments. Team teach emphasises the purpose of ‘reasonable, proportionate and necessary’ approach to situations of crisis. Safety of the child/pupil is of paramount importance and team teach fosters this term using ensuring the child/pupil is at the core of all input ranging from:

- Physical contact/handling
- Behaviour plans
- Restraint
- Risk assessment
- Values
- Any other physical contact.

Team teach is 95% de-escalation and 5% positive handling, emphasising the need for physical intervention at the low percentile of the team teach approach, therefore positive handling to only be engaged if ‘reasonable, necessary and proportionate.’

At Ysgol Hen Felin we are fully committed to this intervention and have 2 certified Team Teach trainers-

- Jane Pryse, Assistant Head teacher
- Rhian Griffiths- Higher Level Teaching Assistant.
- Ben Levine – Higher Level Teaching Assistant
- Ruth Daniel – Level 2 Support Assistant

The school also has 8 staff undertaking elements of the *Advanced Team Teach* training course.

It is believed at Ysgol Hen Felin that we are not going to avoid behaviours or change the children but by understanding the underlying defects and the child’s deficits this can lead us to prevent/de-escalate the situation.

## **Procedures:**

We are aware that not all pupils who attend Ysgol Hen Felin exhibit behaviours that challenge, however where they do, Positive Behaviour Support (as outlined above) will be an integral part of the young person's overall plan, integrated into their education planning and underpinning all aspects of their school life.

Support will be tailored to individual's needs and based on multidisciplinary assessments taking into account each individual's cognitive levels and communication needs and including effective functional assessment. It will be based within a person centred approach which focuses on the individual's quality of life.

## **Key Points:**

Ysgol Hen Felin is committed to:

Environmental manipulation, early intervention, prevention and positive approaches to understanding challenging behaviour, and an investment in appropriate training and resources to support the often intensive work required.

A focus on early intervention, prevention and developing adaptive behaviours to access reinforces, rather than on reactive strategies in response to maladaptive behaviour when it occurs.

Recognising that challenging behaviour does not occur within a vacuum i.e. it occurs within the environment, not within the individual pupil and that the behaviour is reasonable from the individual's perspective.

Creating supportive environments and implementing individual multi-component Positive Behaviour Support Plans, and aims to avoid the need for the child to exhibit the "problem" behaviour in the first place.

Equipping the child with the skills and personal resources [if appropriate] meet their needs and to cope with the demands of daily life.

Recognising that needs vary from child to child. The support plans implemented by the school are individual to each child to ensure their particular needs are met. Critically these plans include a brief description of behavioural triggers and strategies to prevent the escalation of the behaviour.

Creating an awareness of each child's personal setting conditions in order to effectively plan the relevant and most appropriate environmental conditions. For example, we would need to be aware that a child becomes agitated or anxious during transitions or when there is a change in routine. Support can then be implemented to decrease the child's anxiety at these times i.e. "smoothing the fit" between the child and their environment to prevent challenging behaviour being exhibited. Incidents of challenging behaviour can be avoided by the effective implementation of support plans individually designed to avoid or modify the specific events or conditions which "trigger" such behaviour for the child.

Ensuring it is clear that when a child's needs and the support available to them are badly 'matched' then difficulties arise often because they do not feel safe. At best the child may be bored, or frustrated, and, at worst, could become excitable, agitated, distressed, aggressive and destructive.

The belief that behaviours that challenge can be reduced and often prevented by careful management of the environment and the consideration and understanding of each child's personal setting conditions. The more positive interactions and opportunities that we are able to provide to meet the needs of the child, the less likely it will then be that the challenging behaviour will occur.

## **Further:**

The term 'challenging behaviour' should be reserved for behaviour which is dangerous or significantly interferes with the pupils' or carers' lifestyles.

A consistent approach to the strategies adopted (Team Teach) are paramount for success.

Challenging behaviour is more common where there are communication difficulties.

It often serves one or more functions (i.e. escape, to gain tangibles, to gain attention or sensory feedback), helping the pupil to control some aspects of their environment more successfully.

Challenging behaviour is often accompanied by carer/staff distress and reactions which may actively maintain and reinforce the behaviour over time.

Models for understanding challenging behaviour can be used to assess (i.e. functional analysis) and to plan effective and positive intervention programmes to reduce the frequency and duration of the problem behaviour.

Interventions are more effective if they are based on the assessment of the functions of the behaviour, and instigate effective changes to the support given and within the immediate environment of the pupil.

There should be a commitment to early intervention, prevention and positive approaches to understanding challenging behaviour, and an investment in appropriate training and resources to support the often intensive work required.

There should be a focus on early intervention, prevention and developing adaptive alternative behaviours to access reinforcers, rather than on reactive strategies in response to maladaptive behaviour when it occurs.

There should be a recognition that challenging behaviour does not occur within a vacuum i.e. it occurs within the environment, not within the individual pupil and that the behaviour is reasonable from the individual's perspective.

Notwithstanding the ethical dilemmas of using punishment as a consequence, if that punishment involves the use of force then it is unlawful. This is because it would fall within the definition of corporal punishment, abolished by section 548 of the Education Act 1996.

The practice of using punishment for a pupil who is essentially attempting to communicate a message or access legitimate reinforcers e.g. to escape a situation or have interaction from staff, is ethically non-viable. Non-aversive approaches should be applied to teach/develop more adaptive or appropriate means of communication to achieve the same reinforcers. If the function of the behaviour is understood by staff (however severe the problem) it will be more effective for staff to implement strategies to help the pupil self-manage or change their own behaviour.

Because of the comprehension difficulties associated with individuals who have autism and communication difficulties punishment is generally not ethically viable. All pupils whose behaviour is having such an impact on their ability to engage with their school work should have a full functional analysis completed. This in turn will lead to an individual Positive Behaviour Support Plan outlining the interventions including positive programming, developing alternative communication systems, manipulating the environment to support the pupil and other non-aversive procedures in place.

#### **Intervention:**

Although Ysgol Hen Felin is designed around the needs of young people who may challenge, and through that provides an environment that reduces the need for individuals to exhibit challenging behaviour, it is recognised that for some young people there may be times when they find it difficult to cope with the demands that their lives are placing on them. At these times intervention may be necessary.

Please see attached [final sheet of policy] for Behaviour protocol

#### **Restrictive Physical Intervention:**

The Welsh Assembly Government guidance "Framework for Restrictive Physical Intervention Policy and Practice" defines Restrictive Physical Intervention as:

*"Direct physical contact between persons where reasonable force is applied against resistance, either to restrict movement or mobility or to disengage from harmful behaviour displayed by an individual"*

The guidance suggests organisations have a threefold focus as follows:

- Preventing the necessity for physically restrictive intervention through the development of preventative strategies;
- Working with the individual towards reducing the level of response needed where a potential need for restrictive physical intervention is identified as part of the individual planning and service delivery process; and,
- Where situations requiring restrictive physical intervention are identified as unavoidable, ensuring that there is prior planning and training to achieve safer outcomes for all concerned.

Where possible the use of Restrictive Physical Interventions will always be part of a multi element planned approach. It is accepted that there may be situations that could not be reasonably predicted or planned for and these situations rely on staff using their professional judgement and decision making alongside dynamic risk assessment skills to ensure that any intervention is the least restrictive and maintained for the shortest possible time to reach the desired outcome.

Restrictive Physical Interventions must never be used as punishment, but only ever as a way of keeping individuals safe.

The guidance “Safe and effective intervention – use of reasonable force and searching for weapons.” Suggests the following judgements that should be considered when making the decision to use Restrictive Physical Interventions they are as follows:

- *The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used. The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified;*
- *The chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely it is that using force may be justified; and,*
- *The relative risks associated with physical intervention compared with using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force may be justified.*

“Force should be used as a protective measure and never as a disciplinary penalty”. (Education Act 1996 Section 548)

Physical interventions are only to be used:

- In the best interests of the child;
- For the shortest period of time;
- Using the minimal reasonable force;
- Where they do not cause pain;
- With respect to the child’s personal dignity;
- With respect to age, gender and cultural background;
- With consistency of approach from staff;
- Where staff support each other in managing crisis situations;
- When they are based on gradient support; and,
- When other strategies have failed, i.e. when other less intrusive methods have failed.

Physical interventions should not:

- Cause injury;
- Punish;
- Cause pain;
- Create distrust and undermine personal relationships;
- Become routine;
- Force compliance;
- Be used in anger;
- Humiliate a child;
- Deprive;
- Frighten;
- Cause cultural offence;
- Arouse sexual expectation;
- Take the child’s body out of natural alignment;
- Hold joints; or,
- Restrict breathing or impact upon the pupil’s airways.

Examples of situations where a judgement about the use of force may be necessary:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting, causing risk of injury to themselves or others;
- A pupil is committing, or on the verge of committing, deliberate and serious damage to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil absconds from a class or tries to leave school other than at an authorised time;

- A refusal of a pupil to remain in a particular place is not enough on its own to justify use of force. It would be justifiable where allowing a pupil to leave would;
- Entail serious risks to the pupil's safety (taking into account age and understanding), to the safety of other pupils or staff, or of damage to property; or lead to behaviour that prejudices good order and discipline, such as disrupting other classes;
- A pupil persistently refuses to follow an instruction to leave a classroom; and,
- A pupil is behaving in a way that seriously disrupts a lesson; or a pupil is behaving in a way that seriously disrupts a school sporting event or school visit.

In these examples use of force would be reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not realistically be dealt with by any other means. A record of the incident should be made as soon as practically possible, while the incident is still easy to recall.

Wherever possible, these judgements should take account of the particular characteristics of the pupil, including his or her age, understanding and any SEN or disability that he or she may have. This would include the outcomes of any risk assessment and, as appropriate, any specific strategies and techniques set out in the pupil's Positive Behaviour Support Plan.

### **Recording and Reporting:**

All staff have a legal duty and obligation to report and record incidents of physical intervention must do so using the appropriate procedures and forms. Where this is the first or "emergency" use of a physical intervention there will be a critical incident analysis which reviews the individual's risk assessment and positive behaviour support plan.

### **Exclusions from school**

In the event that a pupil is excluded from school. Ysgol Hen Felin will follow the guidance set out in the Welsh Government guidance "Exclusion from schools and pupil referral units". Including making decisions on exclusion, administering the exclusion, procedures and appeals. The guidance is not exhaustive and judgements will need to take account of the circumstances of individual cases.

### **Conclusion:**

It is envisaged that the use of restrictive physical interventions are minimised by the development of a supportive and functional environment where individuals are able to develop the skills necessary to control their own behaviours and consequently take control of their lives. This emphasis on skill building enables individual's to interact appropriately with their environment and those within it, it is based on the premise that individuals who exhibit behaviours that challenge are interacting with their environment in a way that reinforces the behaviours that they exhibit. This places a responsibility on the staff team to understand those factors within the environment that are supporting and maintaining the challenging behaviour. This may include examining both their environment and also their own behaviour. This approach moves away from the idea that the reason for the challenging behaviour is based within the child themselves, and shares the responsibility with the environment and those within it.

## Behaviour Support



## Team Teach Support

Referral Form



Initial Observation



Observation Feedback



Class based work



Class Team Behaviour Plan Meeting



Review

Referral Form



Initial Observation



Observation Feedback & Team Teach Demo



Class based work



Class Team Behaviour Plan Meeting



Review