PRIORY
EDUCATION AND
CHILDREN'S SERVICES

POLICY TITLE:	**Positive Behaviour Management and Support**
Policy Number:	ECS04
Applies to:	All Service Types: England, Scotland, Wales
Version Number:	01
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Author:	Behaviour Support Steering Group
Ratified by:	Stephanie Rickson, Divisional Policy Lead
Responsible signatory:	Mary Rayner, Director for Quality Assurance & Improvement
Outcome:	All sites seek to ensure that children and young people are enabled to experience and develop positive relationships based on mutual trust and respect and a clear understanding of acceptable behaviour.
Cross Reference:	ECS26 Equality of Opportunity (including English as an Additional Language) ECS01 Safeguarding Children (Anyone under the age of 18) OP08 Safeguarding Adults H&S45 Prevention and Management of Violence at Work OP03 Complaints OP04 Incident Management, Reporting and Investigation OP05.2 MCA Deprivation of Liberty Safeguards OP21 Confidential Reporting of Concerns (Protected Disclosure) This policy is supported by the following key divisional policies: ECS05 Physical Intervention ECS03 Countering Bullying ECS07 Necessary Searches ECS08 Sanctions and Rewards ECS13 Risk Assessments & Management ECS37 Exclusions ECS09 Police Involvement ECS33 Special Educational Needs

EQUALITY AND DIVERSITY STATEMENT
Priory Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, e-mail RARHelpdesk@priorygroup.com.

Positive Behaviour Management and Support

1 INTRODUCTION

1.1 In order to effectively implement this policy, each Education and Children's Service facility will have local procedures in place where necessary, which explain how this policy is applied and put into practice at site level.

1.2 Template **ECS LP 04** is provided for this purpose and includes a key content checklist.

1.3 This policy should be used in conjunction with the related policies listed on the preceding page where applicable.

2 AIMS AND ETHOS

2.1 All sites seek to ensure that children and young people are enabled to experience and develop positive relationships based on mutual trust and respect and a clear understanding of acceptable behaviour.

2.2 All sites are expected to implement local processes and practices which place an emphasis on positive action to recognise, acknowledge and reward positive behaviour.

3 OUR CODE OF CONDUCT

3.1 Everyone working at, attending, living at or visiting Priory Education and Children's Services sites is expected to behave in accordance with the following Code of Conduct:
(a) Treat everyone with respect
(b) Respect personal space, and the environment
(c) Talk to each other politely in reasonable tones, volumes and language
(d) Listen to each other

4 ROLES AND RESPONSIBILITIES

4.1 **Everyone** has a responsibility to abide by the Code of Conduct, and any additional expectations contained in local procedures.

4.2 **Site leaders** are responsible for maintaining the safety of all site users through ensuring that staff are properly and sufficiently trained and skilled to meet the behaviour support needs of their current client group.

4.3 **All Staff** have at all times a responsibility to model positive and acceptable behaviour.

4.3.1 Staff are expected to communicate to each child or young person expectations about behaviour and to ensure that the child or young person understands those expectations in accordance with their age and understanding and individual needs.

4.3.2 Staff are expected also to model and maintain at all times the 'five' Priory positive behaviours:
(a) Putting people first
(b) Being a family
(c) Acting with integrity
(d) Being positive
(e) Striving for excellence

4.3.3 Staff are also expected to:
(a) Attend and apply all relevant positive behaviour support training provided for them
(b) Raise concerns and ask questions in relation to positive behaviour support if they are

worried or uncertain
(c) Follow advice, and attend debriefs as required following incidents

4.4 **Children and Young People** are expected to:
(a) ask for or indicate when they need support with their behaviour
(b) participate in accordance with their skills and understandings in planning and agreeing their individual positive behaviour support plans
(c) accept the help and guidance provided in relation to positive behaviour
(d) Raise concerns and ask questions in relation to positive behaviour support if they are worried or uncertain

4.5 **All visitors**, whether parents, carers, visiting professionals or employees are expected to:
(a) model positive and acceptable behaviour
(b) accept and follow any guidance provided should any incident of negative behaviour take place during their visit
(c) raise concerns and ask questions in relation to positive behaviour support if they are worried or uncertain

5 ENSURING SAFETY

5.1 We recognise that positive behaviour may not always be displayed and that at times action may need to be taken to keep children, young people and other people safe. This may mean intervening to guide and coach towards positive behaviour, or physically intervening to keep people safe.

5.2 We recognise that ensuring safety is paramount.

6 RISK ASSESSMENT: MEETING INDIVIDUAL NEEDS

6.1 Each child or young person's Individual Risk Assessment will take into account management and mitigation of known and probable behavioural risks, and these will be aligned with their individual behaviour support plan. Individual Risk Assessments are reviewed regularly in accordance with local procedures.

7 POSITIVE BEHAVIOUR MANAGEMENT AND SUPPORT PLANS: MEETING INDIVIDUAL NEEDS

7.1 Each child and young person has an Individual Positive behaviour management support plan (or a plan which includes positive behaviour management and support planning) to meet their assessed needs.

7.1.1 This plan is regularly reviewed and updated in consultation with the child or young person and the key partners in their care and education, in accordance with local procedures. (This should be no less than three times each year, and following significant incidents).

7.1.2 Individual Positive behaviour management support plans are collaborative, and are intended to enable and encourage each child or young person to take responsibility for their own behaviour, and to develop socially aware behaviours in accordance with their age and understanding.

7.1.3 Each child or young person should have access to their own plan in a format which is understandable and meaningful to them.

7.2 **Positive behaviour management and support plans include** the following key information:
(a) diagnoses
(b) triggers
(c) vulnerabilities

(d) risk behaviours
(e) a profile skills development
(f) praise points
(g) diversions & distractions
(h) communication needs
(j) strategies for success
(k) specific likely negative and risk behaviours and specific strategies for supporting and managing
(l) de-escalation approaches
(m) active, proactive, and reactive approaches
(n) Physical intervention techniques.

8 TRAINING AND SKILLS DEVELOPMENT

8.1 Site Leaders will ensure that staff have access to, attend and participate in such training as is necessary for them to deliver effective positive behaviour management and support to the children and young people in their care.

8.1.1 This will include:
(a) De-escalation skills
(b) Communication skills
(c) Team Teach training and
(d) Any specific training requirements identified in relation to particular sites or individually assessed needs.

9 LISTENING AND LEARNING

9.1 Debrief meetings following incidents are seen as a core source of information for informing and developing positive behaviour support and management. Children, young people and staff all have a right to participate in such debriefs, and should feel that their views are listened to and valued.

10 SUPPORTING STAFF

10.1 Regular staff supervision meetings and debriefs following incidents are used to ensure that staff are supported to understand reflect on and manage their own feelings and responses to the behaviour and emotions of children and young people. Staff have a duty to attend and participate in such meetings.

11 SPECIALIST SUPPORT

11.1 Where an EHC plan requires specialist behaviour support which is beyond the integral provisions of the site, site leaders have a duty to seek the required resources.

11.2 Where specific concerning behaviours not included and addressed in the EHC become evident, and suggest the need of specialist behaviour support which is beyond the integral provisions of the site, site leaders have a duty to identify the resourcing need to the funding authority and to work with them to address the resourcing need.

12 PHYSICAL INTERVENTION

12.1 Please Refer to Policy ECS 05 Physical Intervention for full details.

12.2 Physical Intervention is always considered to be a last resort, and may only ever be considered when there is a significant risk of injury to any person or significant damage to property, and there is no alternative method of mitigating these risks.

12.3 Physical intervention where used must be reasonable, proportionate, and use no more force than is absolutely necessary.

12.4   The agreed approach to physical intervention used by the group is Team Teach, and the techniques taught within this programme should be used.

12.5   **Recording and Reporting**

12.5.1 Where restrictive physical intervention has been used these should be recorded within 24 hours of the incident (as with any incident – see OP04 – Incident Reporting). It is expected that copies will be made available to parents/carers and that information is shared following a serious incident. The SLT should also be informed. records should be kept in a safe place and all staff should have access to it. It remains an important legal document and should be treated as such. (Note that the eCompliance Incident Form is the primary incident reporting form for all incidents).

12.5.2 Schools/homes should nominate a member of staff to monitor, analyse and take appropriate action in response to the use of physical intervention. Such analysis should consider equality issues including, age, gender, disability, culture and religion in order to make sure that there is no potential discrimination; the analysis should also have regard to potential child protection issues. Analysis should also consider trends in the relative use of physical intervention across different staff members and across different times of day or settings. This analysis should be reported back to the SLT so that appropriate further action can be taken and monitored.

13   SANCTIONS AND REWARDS

13.1   Please Refer to Policy ECS 08 Sanctions and Rewards for full details.

13.2   Priory Education and Children's Services believes in the principles of reflection and giving children and young people to opportunity to 'put things right' and seeks to adhere to these principles in relation to promoting and supporting positive behaviour.

13.3   Meaningful rewards and sanctions, and 'Consequences' are agreed at site level and described in both local procedure and young people guides, taking into account each young person's age, abilities, understanding and individual needs. Sanctions and Rewards will always be proportionate, fair and reasonable.

13.4   All staff work to support children and young people in making positive choices and understanding consequences of actions and behaviour.

13.5   Sanctions which are **never** acceptable are:
        (a) corporal punishment
        (b) the restriction of contact and communication
        (c) the withholding of food or drink, sleep, medication, personal aids and equipment required for a disability, clothes
        (d) the requirement to wear distinctive or inappropriate clothing
        (e) the imposition of a financial penalty other than reasonable reparation
        (f) the imposition of group punishments for the behaviour of an individual
        (g) the involvement of any child in the punishment of another.

14   COUNTERING BULLYING

14.1   Please Refer to Policy ECS 03 Countering Bullying for full details.

14.2   All young people have a right to feel safe and happy at school and at home and in the community, and not to suffer bullying, intimidation or exploitation from any source. All Priory sites work to ensure that children and young people are effectively safeguarded from bullying, and do not bully, intimidate or exploit others, understanding that bullying is always unacceptable.

14.3   To support this policy all staff, as part of their induction and ongoing training and professional development, receive training in recognising and managing bullying. This includes training in de-escalation of confrontations between children, understanding and communicating to children that bullying is always unacceptable, and skills development in relation to recognising incidents or indications of bullying and how to deal with them promptly and proactively.

15   NECESSARY SEARCHES

15.1   Please Refer to Policy ECS 07 Necessary Searches for full details.

15.1   Occasionally searches and room searches for prohibited items may be necessary to ensure safety and safeguarding. Such searches can only take place according to current national guidelines, with due regard for consent. Intimate searches can never be undertaken.

16   EXCLUSIONS

16.1   Please Refer to Policy ECS S&C 37 Exclusions for full details.

16.2   The use of exclusion from Priory Schools and Colleges is a last resort and is only ever considered when all other options are ineffective. In all Priory Schools and Colleges extensive steps to resolve problems are taken prior to any consideration of the use of exclusion. Any such exclusion must adhere to current policy and legislation.

16.3   Children and Young People can never be excluded from children's homes placements.

17   POLICE INVOLVEMENT

17.1   Please Refer to Policy ECS 09 Police Involvement for full details.

17.2   Sites should actively seek to minimise and avoid police involvement in relation to children and young people's behaviour wherever reasonably possible by using agreed individual strategies and techniques. In exceptional circumstances where immediate safety requires police involvement sites will act according to the police intervention policy a (ECS 49) and their local procedures.

18   ANALYSIS AT SITES

18.1   Each site will ensure a robust system is in place for analysis of behavioural incidents, and learning from findings which will be described in their local procedure.

19   POSITIVE BEHAVIOUR CHAMPIONS/REPRESENTATIVES

19.1   Each site, or small cluster of sites will nominate a staff member to act as their Positive behaviours champion/representative, in accordance with the indicative role description provided ECS SD 04a.

20   GOVERNANCE AND MONITORING

20.1   Governance and Monitoring at divisional and group level takes place through regular reviews of incidents. Key review groups include:
(a) Incident Review Focus Group
(b) Running Away and Missing Focus Group
(c) Divisional Safety and Safeguarding Governance Committee
(d) Group Safeguarding Forum

20.2   See also policy ECS13: Risk Management

20.3   Information sources used to support and inform effective governance and monitoring include:
(a) Incident reports

(b) Independent visitor reports
(c) Managers' Self-Assessments
(d) Governance reports
(e) Student and stakeholder feedback
(f) Complaints

20.4   The **Positive Behaviours Steering Group** will in accordance with their terms of reference
(a) ensure Priory Education and Children's Services Policy and guidance on issues relating to managing behaviour that challenges is relevant, robust and meets legal and regulatory requirements
(b) develop a consistent and safe approach to positive behaviour support within Education and Children's Services whilst meeting individual needs
(c) ensure that the learning and development of staff in managing behaviour that challenges is appropriate, effective and sufficient to meet the needs of children and young people in our care
(d) ensure there are sufficient resources to support innovation in developing world class behavioural care.

21   **REFERENCES**

Care Standards Act 2000,
Children Act 2004,
Equality Act 2010,
Education and Inspections Act 2006
Children's Homes Regulations 2015,
Children's Homes (Wales) Regulations 2002
DfE (2015) Residential Special Schools: National Minimum Standards
Scottish Government (2005) National Care Standards: School Care Accommodation Services
Welsh Assembly (2002) National Minimum Standards for Children's Homes
The Education (Independent School Standards) (England) Regulations 2014
DfE (2015) Safeguarding Children in Education
DfE (2011) The Use and Effectiveness of Anti-Bullying Strategies in Schools
DfE (2012) Preventing and Tackling Bullying
DfE (February 2014) Behaviour and Discipline in Schools
Scottish Government (2010) A National Approach to Anti-Bullying for Scotland's Children and Young People
Welsh Government (2011) Respecting Others
National Minimum Standards: Accommodation of students under 18 by FE Colleges: 2002
National Minimum Standards – Children's Homes, Wales, 2002
Guide to the Children's Homes Regulations 2015
National Minimum Standards Residential Special Schools 2015
CQC Guidance for Providers on meeting regulations: 2015
Health and Social Care Act 2008 (Regulated Activities) Regulations 2014

Associated Forms: Nil