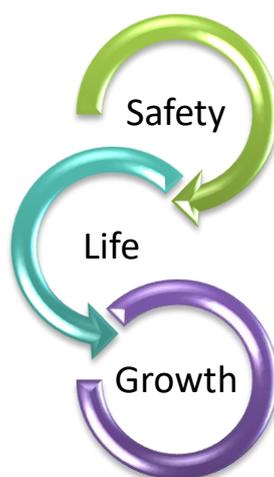


Behaviour Policy

Policy number	TL
Policy name	Behaviour Policy
Issue Date (<i>Reviewed</i>)	April 2018
Review date (<i>Due</i>)	September 2018
Owner	Senior Leadership Team
Associated policies	

This policy is monitored by The Senior Management Team and will be reviewed annually or before if necessary.

Southern Peninsula Services Service Model



From the foundation of *safety*, we aspire to support each and every child and young person within our service to develop positive **lifestyles** and **grow** as individuals.

1. Policy Overview

The behaviour policy is based on the multicomponent framework of the Positive Behaviour Support (PBS) for understanding and supporting the children's and young people's behaviours. It is written to ensure that it includes and promotes informed practices for supporting the children and young people (e.g. PACE approach, attachment informed approach, Thrive approach etc.).

This policy has been created to ensure that all the people that work for our students at Quay View School understand, accept and promote a positive and proactive approach to behaviour. It is our aim that our approach improves each child's and young person's quality of life, promoting positive outcomes for their lives, including their safety, their independence and their education. Following the latest guidance we keep working towards eliminating any unnecessary restraint and using the least restrictive practice in each child's best interest.

2. The Priory Education Services Southern Peninsula service model

From the foundation of safety, we aspire to support each and every child and young person within our service to develop positive lifestyles and grow as individuals.

Outcomes

Safety means that we all feel safe, behave in a safe way and are given the opportunity to learn and understand how to be safe.

Life means that, from a foundation of Safety, we will support our children and young people to aspire to lead positive lives in the community in which they live

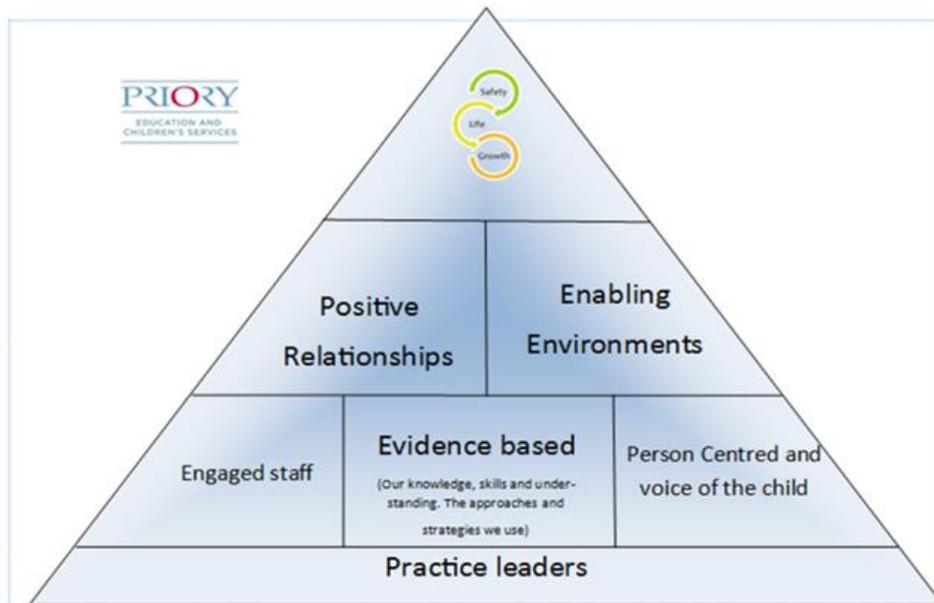
Growth means that all can become safer, develop more positive and enriching lifestyles and thrive in areas of their wellbeing and individuality.

Directly underpinned by

Positive **relationships** and high quality interactions delivered through **enabling environments** that we create around the needs of each individual.

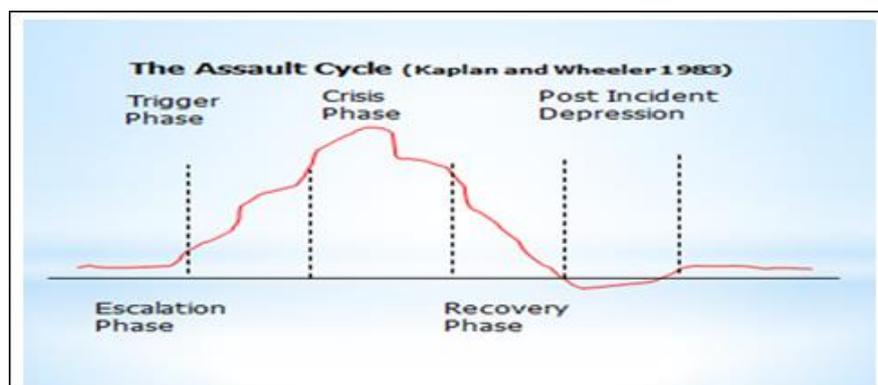
Secured through

Person-centred thinking placing the child at heart of what we do, who are supported by a highly motivated, reflective and **engaged staff** team with an advanced knowledge and understanding of our children and young people, supported by **evidence-based practice** and recognised strategies and approaches.



Quay View School embeds the Positive Behavioural Support (PBS) into its practices and procedures to support each child and young person. We understand PBS, as a ‘multicomponent framework for developing an understanding of behaviour that challenges rather than a single therapeutic approach, treatment or philosophy. It is based on the assessment of the broad social and physical context in which the behaviour occurs, and used to construct socially valid interventions which enhance quality of life outcomes for both the person themselves and their carers and using this understanding to develop, implement and evaluate the effectiveness of a personalised and enduring system of support that enhances quality of life outcomes for the focal person and other stakeholders’. (Gore et al., 2013)

In Quay View School, our understanding of behaviour that challenges is based on the Time Intensity Model (‘The Assault Cycle’ Kaplan and Wheeler, 1983) and is seen as an outcome of the rise of the anxiety. The Behaviour Support Plans are based on individuals’ assault cycle. Using this model, we aim to support each child or young person, using a consistent approach during their rise of stress or anxiety. Our plans are created to support each student through each phase, when their behaviour is on baseline and also when it goes off baseline.



As a SEN school we recognise the increased need for understanding and supporting each of our students individually according to their needs and strengths. We are committed to offer a therapeutic environment, based on knowledge and informed practice. We try to keep updating our practice with the latest research evidences, mainly around the understanding and the support difficulties that are related with Attachment and Developmental Trauma that our students often experience. In Quay View School we have embraced the PACE (Playfulness, Acceptance, Curiosity, Empathy) approach that supports the creation of a playful, accepting, curious, and empathic environment to build attachment with children that might experience attachment difficulties. All of our staff members are expected to use a therapeutic attitude in their professional interactions with our students and they are encouraged and supported to use a light, relaxed, smiley way of interaction, to show that they are non-judgemental towards the child or the young person, to be open, interested and surprised with what the child or the young person has said and to show they understand and they can feel the feeling of the child or the young person. (Dan Huges, 2004)

The Thrive Approach is also embedded in our practice. The Thrive approach draws on the latest research from current neuroscience, recent attachment research, current studies of effective learning and current models of child development – in order to help the school to understand the needs being signalled by children’s behaviour. We assess our children and young people needs and we use the Thrive targeted strategies and activities to help them re-engage with learning and life.

The Wellbeing Team at the school provide additional support in Speech and Language Therapy, Art Therapy, Behaviour Support and access to the school counsellor/ therapist providing group and individual sessions.

3. Ethos and Main Concepts

- We actively promote an **open culture** in which each child and young person is valued for their unique individual qualities.
- We believe in a **person centred approach** supporting, differentiated and inclusive learning.
- We all know and agree that behaviour is functional and is therefore an important part of the individual. We need to understand what the person is communicating through their behaviour. We want to understand the context and meaning of behaviour and to develop interventions to support individual children and young people.
- Our **practice is evidence based** and our basic tool is the assessment, in order to understand why they present behaviours that concern or challenge; what predicts the occurrence or causes the child to present them. Our aim is to identify the area of the **unmet need** and help the child through changing the environment, the relationships and/or teaching an alternative behaviour in order to meet their need in a safer way.

- All students will have an **individualised support plan** in which we identify the behaviour that challenges and we try to change the environment and the relationships in order to reduce the intensity, the frequency and the duration of its appearance. We want to support each of our students to develop strategies to better meet their own needs. It is part of our practice to share the plan with all those with a role in implementing and monitoring the agreed support plan.
- Our aspiration is to be able to use **primary prevention strategies** and approaches in a significantly greater proportion than reactive strategies to support our students' behaviour that concern or challenge. We continuously work on using strategies which can be implemented to prevent a specific behaviour and approaches that support a person in positive ways, and in seeking to address a person's needs before they need to communicate through risky behaviours.
- We believe in the effectiveness of the **proactive approach**. Anticipation, prediction and forward planning are an essential part of our strategy for managing and changing behaviour.
- We aim to **effectively manage risks** to which children and young people and others are exposed to. We aim to avoid unreasonable risks, ensure reasonable intervention and proportionate to the risks that it presents, making sure we take into account- size, age, understanding of the child.
- As safety is a priority for us, the staff members will use **reactive strategies**, (behaviour management strategies) when a situation presents, but we will make sure that afterwards we will use the knowledge of those to create better quality plans for our students.
- The use of **restrictive practice** consists as part of our holistic approach to support our students and when they use the behaviour that challenges. At Quay View School we are determined to gradually eliminate the restrictive practice and to maintain the safety of our students and staff through supporting a positive behaviour culture within our school.

4. Policy and Procedure

4.1 Understanding the Young Person

The understanding of a young person at Quay View School is achieved through evidence from pre-entry assessment resulting risk assessments and plans as well as through our reflective practice with them. The key information staff need to be familiar with as appropriate are as follows:

- Pre – entry information (school reports, risk assessments etc.)
- EHC Plan
- Impact Risk Assessment
- Green Learning Profile
- Individual Risk Assessment
- Safety Plan
- My Red Safety Plan

- Barrier Plan
- MUSTS
- Relationship building/ communication with people who know the student with the support from the Wellbeing Team

4.2 Environment

When supporting young people and their behaviour staff at Quay View School need to consider the environment surrounding them ensuring the following:

- The physical environment is safe and free of objects and activities that may stimulate a negative or risky behaviour response.
- The environment is physically motivating for the activity or learning to take place.
- Promotes positive interactions with staff and peers.

4.3 Staff Training

Staff at Quay View School receive training on the principles of Positive Behaviour Support focusing on the quality of life of our students and the least restrictive, de-escalatory practices in the young person's best interest. Within this framework staff are trained twice a year in safer interactions (restrictive physical intervention) to support our young people. New staff will receive this training during their induction period. Further training advice and support is provided to staff through the debrief process after an incident in addition to continual daily support from the Wellbeing Team.

4.4 Negative Incident

If a young person is displaying negative behaviour staff should support them using the following range of approaches:

- Follow Individual Support Plan
- Deflection, distraction, use of humour
- Change of staff member
- Reduce demands

After experiencing a negative incident staff will enter this onto our incident tracking system SLEUTH and ensure feedback has been provided to the person working with them next as well as the Tutor. The Tutor will ensure communication is provided to parents/ carers and social workers if appropriate as well as amending any plans if required.

4.5 Significant Incident not requiring a RPI

Sometimes the approaches above are unsuccessful or the behaviour of the young person escalates too quickly to enable them to be deployed. In these circumstances it is important to carryout the following

- Maintain or make better

- Refer to Safety Plan, TIM, Individual Support Plan and or My Red Safety Plan

After experiencing a significant incident staff will enter this onto our incident tracking system SLEUTH and ensure feedback has been provided to the person working with them next as well as the Tutor. The Tutor will ensure communication is provided to parents/ carers and social workers if appropriate as well as amending any plans if required. It is important that any injuries are supported by a first aider with a body map of any injuries to the young person being identified and medical attention being sought if necessary. All injuries including those to staff need to be entered into the accident book in reception.

Significant incidents need to be recorded on a yellow form giving a brief outline of the incident. These forms will be signed by the Headteacher and taken to reception for forwarding to stakeholders. These Yellow forms must be completed on the day and telephone communication with parents or carers to be made within 24 hours. The incident management log must be completed by the leading staff member and all staff involved will be supported through an incident debrief led by the Headteacher or a Wellbeing Behaviour Lead. The resulting management report will be forwarded to reception to communicate with stakeholders. The debrief may result in amendments to plans or additional training.

4.6 Physical Intervention

The school through its PBS approach uses Safer Interactions as the preferred means of Restrictive Physical Intervention (RPI). The RPI used will be part of a Red Safety Plan for the student and we will always work on the principle of the least restrictive practice using as Reduction Plan

When working with a student they may escalate to point where they are at risk of hurting themselves or endangering the safety of others. It is at this point when an RPI may be considered. Prior to doing so consider the following;

- Maintain or make better
- Approaches/ Awareness (your side of the road)
- Individual Support Plan is followed (TIM, My Red Safety Plan, Safety Plan)

The RPI used must be the least restrictive, pre-planned and previously discussed with the student as part of their My Red Safety Plan.

After any RPI observe for any injury to student or staff and ensure that the accident book is completed along with a body map. A yellow form will need to be completed on the day as well as informing parents/ guardians and Social Workers. The incident management log in the staff room needs to be completed at the same time by the lead person during the RPI. The lead person during the RPI will co-ordinate the entry of the incident onto Sleuth.

A debrief of the incident involving either a Headteacher or a Wellbeing Behaviour Lead will need to take place within 48 hours. All those involved in the incident will need to have read the Sleuth report and attend the debrief. The debrief will provide the opportunity for the incident to be discussed openly and provide time to reflect on practice and learn from the incident.

Any changes from the students risk assessment and plans would need to be discussed and amended as part of the debrief process as appropriate. The lead of the debrief will ensure the completion of the management report and sign off the incident management log.

If the RPI used during the incident is an unplanned then a review of the students Individual Support Plan would need to happen. (This may require the Wellbeing Team to assess the function of the behaviour)

4.7 Working with a student post incident

When working with a student post incident it is important to carry out the following;

- Provide the student with a fresh positive start as appropriate
- Conversations about the incident relate back to their plans
- Focus on building the relationship in a person centred way
- Any revised plans or risk assessments needs to be communicated to all staff, parents, carers, social workers and student as appropriate

4.8 Incident Monitoring

Headteachers and Wellbeing Behaviour Leads have oversight of all incidents ensuring yellow slips, initial debriefs, parent/ carer, social worker contacts have been made and entered onto the incident management log.

Headteachers and Wellbeing Behaviour Leads are responsible for ensuring the management report is completed and all incidents are reviewed weekly as part of the school MDT meeting. All plans are monitored through the school MDT as well as trends in incident data and referrals to the Wellbeing team. The MDT will also identify any training needs arising from individual incidents or trends identified through the MDT meeting.

Incident data is reviewed every half term with recommendations for interventions and staff training. Governance oversight occurs on a half termly basis.