



Rugeley School

Positive Behaviour Support

Local Procedures

Adopted: June 2015

Reviewed: Jan 2021

Next Review: Sept 2021

Associated Priory policy	Positive Behaviour Policy	Number	ES04 version 1
Associated Regulation/Standards	DFE Guidance 'Reducing the need for restraint and restrictive intervention' 2019 'Positive Environments in which Children Flourish' 2018	Number	
Setting	Rugeley School	Signature	C.Campbell
Quality Assured by :	K Bridon	Signature	
Issue date	05/2021	Review date	09/2022

1.

Rationale

Rugeley School believes in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for all students. Through effective teaching we aspire to equip our young people with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help students to lead happy and rewarding lives. Our mission statement aspires:

'Making every second count!'

'Through a personalised curriculum delivered in a structured learning environment underpinned by physical exercise and a multisensory approach, Rugeley School respects young people with autism and prepares them to be as happy and independent as possible'

We aspire to collaborative work with the two Children's Homes associated with our site, Mayfield and The Crescent. Teachers and care staff work closely together to promote a seamless approach to agreeing, implementing and reviewing our young people's individual outcomes. This helps each young person to apply what they learn in lessons to their everyday lives.

Rugeley School aims to provide a caring, supportive and stimulating environment where high quality teaching leads to excellent outcomes for all our young people. Teachers at Rugeley School are expected to conform to the standards set within national government Teachers Standards.

We expect all our staff to deliver high quality, stimulating and dynamic lessons, where all our young people are supported and challenged to make good progress in their learning.

2. Aims

The aims of this policy are underpinned by reference to a set of basic principles:

- To advance the education of all our young people through a personalised structured learning environment underpinned by physical exercise and incorporating a multisensory approach.
- To ensure that the curriculum is inclusive, informed, structured and relevant to meet the needs of all our young people.
- Learning will be incrementally structured in ways that enable all young people to have the opportunity to build on what they already know and to generalise this, and what they need to make progress in, in order to overcome barriers to their learning and to take ownership of it.
- To ensure our curriculum is centred around our young people and that assessment is used as a tool to ensure that learning fits individual needs and to help every young person gain their outcomes for the future.
- To promote a personalised, differentiated curriculum for all which is responsive to the particular (and changing) needs of our individual young people.
- To meet individual's needs through a range of Specialist Therapy Services.
- To create an inclusive curriculum with links to external accreditation which recognises our young people's, participation and achievements.
- To recognise the individual needs and talents of each young person and to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities.
- To develop within each young person a respect for British Values at a level appropriate to their needs.
- To oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination wherever it is found in line with the Equality Act 2010.
- To promote a caring and stimulating environment that gives positive encouragement to all, and which recognises and values the contributions of all its members equally.
- To ensure IEP's are infused into all aspects of provision as appropriate to the needs of our young people.
- To use formative and summative assessment criteria to ensure all young people achieve their outcomes.
- To set achievable but challenging targets that promote an ethos of continual improvement
- To measure, assess and record the progress of each student in a systematic way, enabling us to ensure that each young person achieves his or her highest possible outcome for the future.
- To encourage confidence, high self-esteem, independence and mutual respect.
- To foster an environment that values the voice and views of all our young people through establishment of our school council meetings.
- To value the voice and views of all parents and carers, staff and other professionals attached to the school.

3. Context

This local procedure is drawn up in consideration of the Equality Act 2010 which protects individuals from discrimination and harassment based upon 'protected characteristics' the protected characteristics in respect of the young people, staff, parents & carers, visitors, placement students are:

- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity
- Race
- Sex
- Sexual orientation
- Age
- Cultural and religious beliefs

Equality of opportunity at Rugeley School means providing equality and excellence for all in order to promote the highest possible standards. Equality of opportunity applies to all members of the school community; pupils, staff, governors, parents and carers and community members.

The school applies the following principles:

- Commitment to equality of opportunity for all.
- Recognition that every young person should be equipped with the knowledge and skills they need to participate in a diverse society and world.
- To meet the diverse needs of our young people.
- To ensure that an inclusive ethos is established and maintained.
- To respect and value linguistic, cultural and religious diversity in the community.
- To ensure that equality is an integral part of planning and decision making within the school.

4. Leadership, Management and Governance

- All Rugeley school policies reflect our commitment to equal opportunities.
- The Governors and Senior Leadership Team set a clear ethos, which reflects commitment to equality for all members of our school community.
- Rugeley School promotes positive and proactive approaches to valuing and respecting diversity.
- Our Senior Leadership team work in partnership with others to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination.
- The teaching and curriculum development are monitored to ensure high expectations of pupils and appropriate breadth of content in relation to school and the wider community.
- At Rugeley School, a three year accessibility plan is maintained to ensure all reasonable adjustments have been made to the building, resources and the curriculum to meet individual needs and enable equal access to our education provision.

5. Philosophy

At Rugeley School, positive behaviour support is an integral part of the systematic educational approach, which aims to achieve social independence and dignity. Rugeley School aims to enhance the child/young person's life with the development of appropriate social relationships, through the opportunity to experience activities and hobbies and from a busy active day, which has an ebb and flow, to ultimately give the child/young person self-control.

Rugeley School is committed to promoting appropriate and socially acceptable behaviour through the development and maintenance of a learning and caring environment, that enables the children/young people to reflect upon their behaviour and its impact on others both at home and at school.

The achievement of such an environment requires commitment from all staff to support the children/young people to comply with rules and boundaries expected in mainstream life and community. It requires a 'no blame' culture that is based on solution focused thinking and encourages problem solving.

Rugeley School recognises that communication difficulties can often be the main cause for behaviours that challenge for children and young people with autism. Because of this the school promotes a total communication environment with each learner having access to a Speech and Language Therapist, a Communication Plan and multiple tools to allow for communication. Rugeley school uses verbal communication, Makaton signing, symbols support, visual timetables, now and next boards, choice boards, visual key ring cards, PECS and iPad software to ensure that learners are able to express their needs and understand what is being asked from them. This emphasis on communication at an appropriate level goes some way to help reduce anxieties and de-escalate potential behavioural incidents.

6. Principles

Rugeley School provides a consistency of approach that reflects the importance of preventing behaviour that will have a negative impact on learning and life. It strives to provide children/young people with the opportunity to experience and learn clear rules and boundaries and respond appropriately to them. Principles and preventative strategies used across the environment to demonstrate this consistency include:

- Be treated as individuals and their views sought as appropriate to circumstance, age and understanding
- Be supported to live in a safe environment
- Be valued in respect of their gender, culture, ethnicity and sexual orientation
- Be supported to make appropriate choices and develop a healthy lifestyle
- Be protected from harm or the risk of abuse
- Be encouraged to participate in new activities
- Be encouraged to value the contribution of others and cultural, religious and ethnic backgrounds
- Be accepted by others regardless of the difficulties they may be experiencing
- Have access to and support of an advocate
- Be afforded appropriate privacy
- Have access to confidential support and advice

7. Practice

Rugeley School adopts a Positive Behaviour Support approach which has been developed in collaboration with staff and parents/carers to use consistent responses in promoting positive and appropriate behaviour. These are through three clear behaviour expectations for learners to adopt:

- 1- Be Safe
- 2- Be Respectful
- 3- Be ready to learn.

Rugeley school aims to support children/young people to recognise the value of adherence to reasonable rules and expectations in the context of adult life. Natural consequence plays an important part in helping child/young persons to accept our expectations.

All Rugeley School staff complete training in Positive Behaviour Support and learn how to integrate the three behaviours expectations within the daily routine. Staff promote the achievement of keeping the expectations of the school by giving child/young persons positive, regular and specific feedback. In some cases, reinforcers such as natural consequences, sanctions and the disciplinary process will be used to support the child/young person to follow rules and these will be applied in the context of individual circumstances rather than a fixed approach. Staff use the following methods to de-escalate inappropriate actions and promote positive behaviour in the school:

- Consistent, succinct language describing behavioural expectations that set the rules and the boundaries.
- Encouraging appropriate behaviour from an objective, non-judgmental point of view where there is a space for child/young persons to develop an understanding of right and wrong in the context of responsibility.
- Calming the child or young person down using familiar postures such as ‘make a pose’ – sitting.
- Using the least invasive intervention, e.g.) verbal prompt, visual symbols, and as needed grade up to using more invasive, (e.g. full support, but always ending with the least invasive intervention) using appropriate degree of prompt;
- Using planned ignoring;
- Maintaining high expectations – “you can do it”;
- Keeping child/young persons stimulated;
- The use of natural rewards and consequences;
- The use separation from the group to give time for calming with the aim of re-joining the group as soon as possible (see withdrawal);
- Offering a change of face (personnel);
- Offering therapeutic alternatives (sensory diet, movement break);
- Considering change or adaptation of environment.
- Where appropriate enter negotiation with the young person (particularly relevant for child/young persons of 16yrs+).
- Offering access to a one to one learning room in order to promote self-management when difficulties arise(see withdrawal).

All of these approaches are employed whilst always ensuring that we are thinking of the child and young person’s safety, dignity, and methods of restoring confidence.

Reactive strategies employed by the school are as follows:

When a child/young person experiences a rise in anxiety, upset or behavioural crisis it is important to support the child/young person in identifying the cause of the upset. Finding out the reason for the behaviour is key to supporting change to prevent this occurring again.

Staff support the child/young person to deal with the upset, repairing the upset and clearing it up. This promotes a sense of completion and allows child/young persons to continue with their day with their self-esteem intact. Children/young people are then encouraged to evaluate the outcome of their actions.

Some behavioural difficulties will be recurring and will require systematic intervention. The school employs an observation approach that focuses attention not just on the child/young person's behaviour, but all the surrounding events and actions. In this way, the setting conditions are outlined, triggers for the behaviours are noted, the child/young person's actions and those of others are detailed and the results are reported. Review of these factors by the staff as a team will often indicate a pattern of events and highlight useful starting points for intervention.

Careful observation and regular review against a background of understanding autistic spectrum disorders is the key to effective intervention in behavioural problems. Intervention is planned and agreed by staff; where possible and appropriate, the child/young person, parents/carers and other professionals may also be involved in the design of the intervention approach. The agreed interventions are recorded within a behaviour management plan (Positive Behaviour Support Plan) that is then circulated to all relevant parties involved in the care of the child/young person. Parents agreement is also sought before implementation.

The Positive Behaviour Support Plan details sensitivities, behavioural triggers and indicates specific actions to be undertaken (and language used where appropriate) by staff to support the child/young person. Once implemented, the plan is monitored and evaluated by the staff team, with amendments made where necessary through a key members meeting. **All staff supporting the child/young person must follow the Positive Behaviour Support Plan and know the strategies outlined, failure to do so may result in disciplinary action**

All Rugeley School staff are trained in a variety of Behaviour Support Techniques which include Positive Behaviour Support, De-escalation Techniques, Team Teach (Basic, Intermediate and Advanced) and Pathological Demand Avoidance techniques. This ensures that each member of staff has a toolkit of strategies and interventions to use to deal with behaviours that challenge and create proactive plans that prevent further incidents.

Restrictive Physical Interventions (RPIs)

Restrictive Physical Intervention is only one element of a whole program and is an ultimate strategy to be employed when all other de-escalation methods have been tried, and the situation has not been resolved and as a last resort. All staff will be provided with appropriate training on Team Teach, (ICM Physical Intervention Accreditation Scheme). This aims to give staff increased competence and confidence when finding themselves within crisis situation, and ensures that staff and children receive appropriate support during and after a physical intervention has been used. All significant incidents and physical interventions are recorded electronically on 'Datix' Priory data Incident Forms. All staff working in direct regular contact with the children/young people are trained to an intermediate Team Teach level by in house trainers. This training is refreshed within every two years. Select staff that work with more complex learners are trained to an advanced level which is refreshed every year.

Team Teach relies on gradient control aiming to ultimately give the children self-control over their own behaviours. Staff members only take over control as and when absolutely necessary, but always give control back, and physical intervention must be used minimally. Team Teach recommends that for each physical intervention used a minimum of two people are present to carry them out safely. Within the school and residential setting classes and houses are staffed to ensure this recommendation is adhered to. Parents and outside agencies are made aware of our use of Team

Teach. If any Physical Intervention is used for longer than 10 minutes or is an Advanced Intervention a senior member of staff/team teach trainer is informed to attend and review the strategies being used. Cases involving a Physical Intervention for longer than 10 minutes or is an Advanced Intervention, are investigated separately by the behaviour team and reported in a whole school report each term.

All staff members that have completed Team Teach Training and are likely to have to use a Restrictive Physical Intervention are aware of the DFE guidance 'Reducing the need for restraint and restrictive intervention' and 'Positive Environments in which children can flourish'. The school adopts this guidance and collectively works with all stakeholders to actively reduce the use of restrictive physical interventions.

Natural Consequences must only be used if the child can learn from the consequences of their behaviour. The consequences must make sense, be connected to the actual behaviour in some way and take place within an appropriate time frame.

Within school withdrawal is used as a method of removing a child or young person from a situation which causes them anxiety or distress and taking them to a safer place e.g. corridor or one to one room, where they have a better chance of composing themselves. Where withdrawal is against the individual's will ('imposed withdrawal'), it is a form of restraint carried out under the schools duty of care to protect the child/young person from harm, or risk of harm, to themselves and/or others. Any use of force by staff in these circumstances has to be deemed reasonable. In some cases, because of the effects of their impairment, a child or young person may actively choose to move to a quiet space or one to one room for a period, for example when their anxiety levels rise and they become agitated, in order to calm down and 'self-regulate' their behaviour, averting the need for restraint. This is described as 'autonomous withdrawal'. Staff should take steps to support them and monitor their progress. Where this is the case, appropriate provision should be made for this in the child or young person's positive behaviour support plan and kept under review with the child, parents and/or young person. This would not constitute restraint as the child or young person is free to leave the quiet space.

Rugeley School adopts the approach which allows disruptive children/young people to be placed in an area away from other learners for a limited period, in what are referred to as one to one rooms. Any use of isolation/seclusion that prevents a child/young person from leaving a room of their own free will should only be considered in exceptional circumstances. Rugeley School ensures the health and safety of all children/young people in these situations and follows requirements in relation to safeguarding and welfare by ensuring they are fully supervised throughout by a member of staff, preferably inside the room or outside with the door open. If the child/young person requires the door to be closed and the staff member is outside the door they should be able to maintain visual observation at all times and the door should be opened as soon as it is safe to do so. Once an individual is in a one to one room it is dependent on their behaviour and mood how long they remain in there and for the staff member in charge to determine what they may and may not do during the time they are there. All staff should follow the guidelines of this being for no longer than is necessary and that the time spent there is used as constructively as possible. No child or young person will be denied time to eat or use the toilet. Staff will stay with the individual to support them and monitor their progress until they are ready to resume their usual activities.

The use of all forms of physical intervention and physical contact are governed by criminal and civil law. The unwarranted or inappropriate use of force may constitute an assault and may also infringe a child or young person's rights under the Human Rights Act 1998. The use of restraint can be justified for purposes set out in Section 93 of the Education and Inspections Act 2006 which allows the use of reasonable force:

- To prevent the committing of any offence;
- To prevent personal injury to, or damage to the property of any person (including the pupil themselves); or
- To maintain good order and discipline

All staff at Rugeley School are aware of the legislation regarding the use of physical interventions in school and are trained to only use when reasonable, proportionate and necessary and in the child's best interests.

8. Recording

Rugeley School aim to keep detailed records of individual children/young people behaviours in order to inform current practice, keep Positive Behaviour Support Plans up to date and highlight patterns and difficulties they might have. In order to do this three methods of recording are utilised. The first is a daily record of overall behaviour which is recorded on a tracking spreadsheet. This record is completed by the class team on a central school file during handover to residential teams and parents at the end of the day. It is completed in the form of each child/young person being allocated a behaviour score equating to their day in school, the key for these scores are as follows:

1 = Excellent Evening/Day	2 = Mixed evening/Day	3 = Difficult Evening	4 = Serious Incident
<ul style="list-style-type: none"> • Appeared content • Appeared focused • Followed direction well • Worked towards targets well 	<ul style="list-style-type: none"> • Minor incidents • Previously observed and known behaviours displayed • Reluctant to follow adult direction 	<ul style="list-style-type: none"> • Displayed low level aggressive behaviours • Displayed inappropriate behaviours • Displayed self-harming behaviours • Displayed new undesirable behaviours • Incident report completed 	<ul style="list-style-type: none"> • Incident occurred that caused serious injury to staff/peers • Incident that caused serious injury to themselves • Incident that created/potentially created a dangerous situation • Displayed inappropriate sexual behaviours • Incident report completed • Further reporting required

This behaviour tracker is then used to identify trends in behaviours and changes that may require further intervention.

The second recording system keeps account of significant behavioural incident. When an incident occurs involving a child/young person the member of staff involved will record this as soon as possible using 'Datix'. The attached flowchart (see addendum 2) highlights the forms to use, where these are kept and the follow up to this recording.

The third method of recording is to monitor minor incidents. When a minor incident occurs staff record this on a minor incident form located in the child/young persons personal folder. These are in the format of a couple of lines to record the behaviour, where and when it occurred and the outcome. These forms are monitored by class teachers in school and key workers in house and are used to inform Positive Behaviour Support Plans.

When a significant incident occurs staff record this on a 'Datix' Priory's electronic Incident Report Form. These forms are reviewed and closed by a member of the Behaviour Team. The definitions of the 'Datix' levels of incidents are as follows:

Incident Level 3 = Moderate Impact/Harm – Significant but not permanent harm, incident involving an Advanced Team Teach RPI

Incident Level 4 = Minor Impact/Harm – Minimal harm to a person and impact on a service, incident involving an Intermediate Team Teach RPI

Incident Level 5 = No Impact/Harm – No injury, loss, damage disruption, incident involving no RPI

The data from Datix is then recorded on an excel spreadsheet detailing each students amount of incidents, ratings, injuries, accidents, marks, self-harm, involvement as a victim and physical interventions per week for the whole academic year. Individual children/young people behaviour reports use this data to provide a detailed analysis of patterns and trends of incidents and inform changes in strategies.

When a child or young person has engaged in a level 3, 4 or 5 incident their parent or carer is notified of this. The child/young person's class teacher/instructor will initially write this into their home/school diary and then call or email with further details. This is done in a time sensitive way ensuring that parents/carers are informed within 5 days of the incident occurring.

9. Review

A weekly report is created detailing the amount of incidents recorded over the previous week and any increases or high levels of behaviour for a particular child/young person. Analysis of incidents is completed in this report and conclusions made on any further interventions needed. Level of RPIs for the week is also recorded and analysis of the location, staff using them, child young person needing them and time is completed. Finally the report covers if any children's/young peoples positive behaviour support plans have been reviewed or need reviewing in a meeting. This report is written by the behaviour team and read by the Head teacher and Operations director and feedback is given.

A report each term is produced which highlights the total amount of level 3/4 incidents per child/young person per half term, amount of physical interventions used, amount of injuries as a result of physical interventions amount of children/young people that have been involved as a victim in an incident, amount of self harm reported, amount of accidents reported and amount of marks on a child/young person recorded. This report scrutinises incidents and RPIs and identifies actions to be taken to ensure that further strategies can be implemented to reduce occurrences of these. This is also reviewed by Governors and fed back to the whole staff team.

To support these data a brief description will provide details on any fluctuations in the amount of incidents reported for individual children/young people and if any Positive Behaviour Support Plan

Meetings are to be held to review strategies. This will also allow for comparisons to be made half termly and across class groups in order to focus key behaviour interventions.

A yearly report will be compiled of using data from the termly reports. This will inform the Senior Leadership Team and Governors of successful interventions and strategies that need to be reviewed, groups of children/young people that need PBSP reviews and general trends in frequency and amounts of physical interventions used.

If following the recording and reviewing of an incident, staff, parents, carers or any other stake holders that have the child/young persons best interests at heart, feel that it has been dealt with inappropriately at any stage, they are directed to Rugeley Schools compliants policy and procedure to raise a concern through this process.

10. Debrief

Following any incident that a child/young person has found upsetting they will be offered a debrief by a staff member familiar to them. Following the time intensity model, it is child/young person specific as to when this debrief is covered to ensure that they are calm enough to use it as a learning point and not anxious to cycle back into crisis. Each class group has a 'Debrief folder' which has a range of questions and pictures to work through with the child/young person to explain what happened, why it happened, why a restraint may have been used, how they are feeling and what can be done in the future to prevent it happening again. This debrief is completed by staff that have a good working knowledge of the child's/young person's level of ability and communication skills, to ensure it is delivered at an appropriate level of understanding. During this debrief if a child/young person requires the use of an advocate then this will be offered.

Any staff member that is involved with an incident that is recorded as a level 3 or 4 on Datix and includes the use of a Restrictive Physical Intervention has a formal debrief with a member of the Behaviour Management Team. This debrief covers what happened in the incident, what changes could be implemented to avoid it happening again, the staff members wellbeing and if they feel they have been supported. Any lessons from this are inputted onto the Datix form when being reviewed and shared with the class team.

Safeguarding

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, child/young persons, parents/carers, visitors and volunteers to share this commitment. A safer setting starts with safe individuals.

APPENDIX 1

The following factors should be addressed through staff discussion, child/young person input where possible and if appropriate and through communication with parents and other professionals involved in the child/young person's care:

Setting conditions:

Describe the setting in which the behaviour occurred.

Triggers:

What events preceded the behaviour?

What signs or signals did the child/young person exhibit prior to behaving in the way that s/he did?

Actions:

What was the behaviour or response of the child/young person?

When did it occur?

How frequently does it occur and what is the duration?

Results:

What happened as a result of that behaviour occurring?

How did the other child/young persons/staff respond?

Analysis:

Use the data collected to identify the following:

What is the function of the behaviour?

What supports can be put into place to replace the behaviour or reduce its adverse impact?

Intervention and Evaluation:

As a team, agree the following:

How the supports can be put into place to best support the child/young person.

How the intervention strategy will be monitored.

Who will monitor the intervention strategy?

When it will be evaluated and by whom.

Related Documents

Code of Conduct

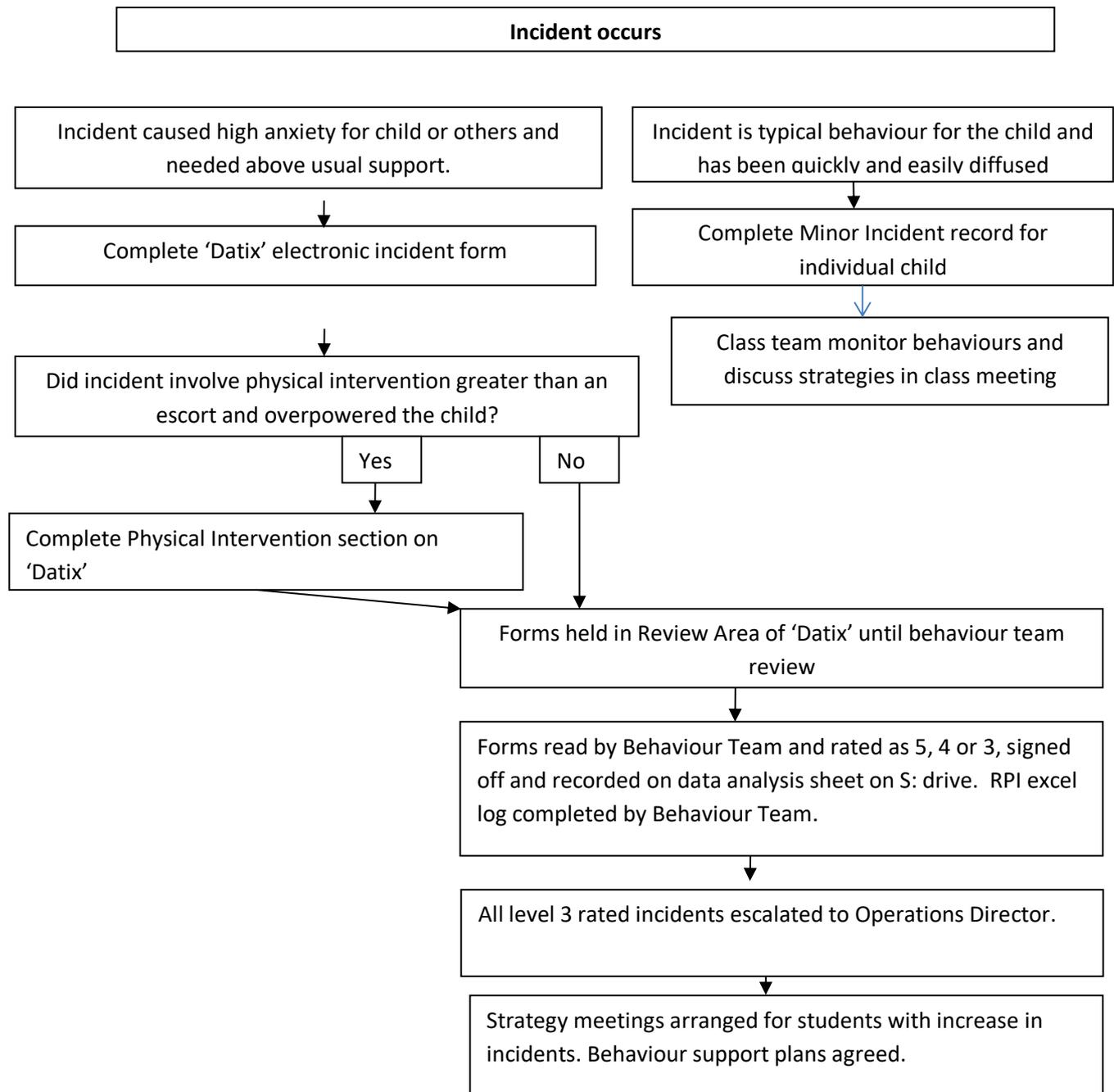
Sanctions, Rewards and Natural Consequences Policy

Disciplinary Process

Reviewed: September 2020

Appendix 2

Flow chart of Incident reporting at Rugeley School



What constitutes an incident?

“A situation that causes or is likely to cause harm to self, the environment or others and there is a need to redirect from the usual situation or environment”

The definitions of the 'Datix' levels of incidents are as follows:

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