

Promoting Appropriate and Positive Behaviour



Date of policy publication: November 2017

Policy Lead(s): Stuart Rodgers (PROACT-SCIPrUK Instructor), Kirsten Gibson (PROACT-SCIPrUK Instructor and Headteacher)

School Context: Mackworth House School is an independent special school for pupils aged 6-19 with autism. We are an inclusive school that has the specialist knowledge, skills and understanding to meet the needs of children with autism and associated learning disabilities.

We believe that Mackworth House School is unique in its approach to working with children and young people with autism, where the staff, pupils and their families work together to make ensure that time at Mackworth House School is a happy one. The curriculum is personalised so children feel safe, supported and cared for and so can engage in activities that are meaningful and enjoyable. Communication, positive behaviour support, sensory support needs and the environment is at the forefront of everything we do, so children are able to learn, progress and develop.

Date of last review: November 2017

Date of next review: November 2018

Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented
November 2017	Kirsten Gibson (PROACT-SCIPrUK Instructor and Headteacher) Stuart Rodgers (PROACT-SCIPruk Instructor)	<ul style="list-style-type: none"> • Reporting of Pupil Complaints update • Positive Behaviour Management Plan Process update • Reporting Incidents to parents update 	November 2017
November 2018			

Promoting Appropriate and Positive Behaviour

This policy recognises and interprets our responsibility for the well-being of our staff, pupils, guests, visitors, the local community and outside agencies. The Promoting Appropriate and Positive Behaviour Policy should be read and implemented alongside our Preventing Bullying Policy. This policy has regard to the following documents and legislation:

Department for Education. *Preventing and Tackling Bullying: Advice for Head Teachers, Staff and Governing Bodies* Crown Copyright, July 2017

Department for Education. *Equality Act 2010: Departmental Advice for School Leaders, School Staff, Governing Bodies and Local Authorities*, Crown Copyright, May 2014

Department for Education, *Behaviour and discipline in schools: Advice for headteachers and school staff* Crown Copyright, January 2016

Department for Education. *Use of Reasonable Force: Advice for Headteacher, Staff and Governing Bodies* Crown Copyright, July 2013

The Common Inspection Framework: Education, skills and early years Education (August 2015)

Education and Inspections Act (2006)

Human Rights Act, 1998

European Conventions on the Rights of a Child, Consent and Capacity Assessment, 1989

1. Our Beliefs

Mackworth House School provides education for children with a range of autistic spectrum disorders. This policy is written to inform practice, develop personal competence and positive behaviour when working with our children and young people with autism.

Mackworth House School believes that children and young people thrive best when their personal, social and emotional needs are being met and where there are clear and developmentally appropriate expectations for their behaviour.

Supporting pupils to manage their own behaviours and anxieties and use and develop meaningful methods of communication is essential for promoting appropriate and positive behaviour. We understand that pupils will take the time to learn the impact their behaviour has on people, places and objects and we aim to teach all our students to care for and respect each other.

2. Rationale

- Mackworth House School belongs to all members of the school community and every child and adult have the right to feel safe, respected and valued.
- Each child is an important person and entrusted to us by their parents
- Every staff member is an important person and a professional, entitled to the support and respect of children and parents.
-

3. The Aims of our Behaviour Support Policy

- Create an ordered and caring environment in which teachers and learning support assistants can teach and pupils can learn.
- Develop a sense of caring and respect for one another.
- Build caring and co-operative relationships with other children and adults.
- Develop a range of social skills.
- Support pupils to understand what appropriate and positive behaviour is.
- Develop self-confidence, self-discipline and self-esteem in a safe and secure environment.

- To foster a caring and supportive community that promotes trust and encouragement.
- To establish and implement a meaningful communication system for each pupil throughout the school curriculum.
- To provide a clear and consistent behavioural support structure that is appropriate to each child and is understood by the student, staff, parents, carers and circle of support.

4. Positive Behaviour Management Plans

All students at Mackworth House School have a Positive Behaviour Management Plan that identifies the range of behaviours of concern that our pupils may exhibit. The Positive Behaviour Management procedure is used to produce, analyse, update and record how all staff are to support a pupil with managing their behaviour:

- Behaviours of concern are identified during the initial assessment phase through documentation, discussion, observation and multi-disciplinary assessments
- A Positive Behaviour Management Plan is developed for each behaviour of concern and is written by the behaviour lead in collaboration with the Curriculum Manager, Key Worker and relevant others
- Positive Behaviour Management Plans are updated at least termly or when required through team meetings, team briefings following an incident, training, meetings with parents and / or other professionals
- Functional behaviour analysis tools are used to inform updates through data tracking and reporting
- Training on any updates are delivered to the team by the behaviour lead, Curriculum manager and Key Worker

5. Strategies and approaches

The School adopts the following strategies and approaches in its aim to foster a positive environment to avoid instances of aggressive/violent and challenging behaviour occurring .

5.1 Promoting Positive Behaviour

- We reinforce positive behaviour with praise and encouragement.
- We support the children and young people at the school to develop their personal, social and emotional awareness to better manage and understand behaviours and anxieties.
- We always listen to and observe feedback from our students to help us to understand reasons and triggers for behaviours and feelings.
- We offer a range of resources, experiences and activities for children and young people aimed at meeting their individual needs and interests.
- We work closely with parents, carers and circle of support to plan, implement, review and develop a behaviour support programme and communication system.
- The use of sanctions does not form part of our promoting positive behaviour as we do not feel that this methodology is effective with children and young people with autism. We work with our students in a proactive and positive way to promote positive behaviours.
- We hold regular reviews with parents, carers and circle of support to establish and identify any reasons for a change in behaviour.

5.2 Supporting Self-Management

Supporting our students to self-manage in a variety of situations and environments forms the core of our behaviour support plan which are an integral part of the individualised curriculum programmes designed for each child or young person to follow. Person Centred tools will be employed to identify behavioural support targets which will be reviewed, monitored and progressed where appropriate.

- Mackworth House School employs the PROACT-SCIPr-UK® methodology and embeds the principles in to all areas of the curriculum, school culture, policies, procedures and practices.
- At Mackworth House School we believe that all of our students should be supported positively to lead a fulfilling life and we do this by the implementation of the PROACT-SCIPr-UK® management system which supports our staff to provide consistent and appropriate programmes.
- PROACT-SCIPr-UK® involves a positive approach to behaviour management through the use of proactive responses, active and reactive strategies.
- Gaining an understanding of individual students through the analysis of behaviours will provide information about reasons and triggers and the most effective support strategies to use.
- This should result in physical intervention only being used as a last resort.

5.3 Making Choices and Supporting Independence

At Mackworth House School we believe in supporting our students to gain the skills required to reach their potential in all areas of the curriculum, to make choices and express their feelings.

- School staff will work intensively with students, families and professionals to develop individualised systems of communication.
- To support the development of independence, all of our students will have opportunities built in to their individualised learning programmes to make choices and decisions to promote a sense of autonomy and control.
- These choices and decisions may be based around preferences for particular activities, sensory stimulation, social interactions, anxieties, behaviour management, interests and motivators and likes and dislikes.
- We aim to provide an environment and culture where all of our pupils can learn from experience about what is successful and unsuccessful for them.
- To do this all pupils will have a range of choices to select from across the entire school curriculum and progress will be documented, monitored, reviewed and developed throughout the individual learning programmes designed.

6. Reducing challenging behaviours

In addition to the approaches outlined in Section 4, the school recognises that additional measures may need to be put into place to reduce the instances of challenging behaviour:

- Staffing levels – each student will have his or her support needs thoroughly assessed and an appropriate level of staffing put into place, in most cases this will be on a 1:1 staff/student basis. In the event of levels being ineffective this will be reviewed.
- Exercise – regular physical exercise will be built into each student's curriculum, with an aim to reduce stress, anxiety and excess energy.

- Routine – establishing a regular daily routine will help reduce general anxiety levels in students. Routines will be reinforced by augmented communication, and the student supported to be aware of any predictable changes.

6.1 Short term analysis and action planning

The school uses short term observation recording, analysis and action planning to quickly provide clear strategies in order that behaviours may be effectively managed, the results of which provide information for the formulation of a positive behaviour support plan.

Strategies may include:

- Trigger avoidance
- Calming environments
- Distraction techniques
- Use of firm, calm and clear communications
- Reactive strategies

5.2 Functional Behavioural Analysis

The school adopts the Functional Behavioural Analysis model to consider any challenging behaviours that a student presents, reaching hypothesis as to the purpose of the behaviours and formulating a positive behaviour support plan from this. The positive behaviour plan will aim to teach the student how to self- manage behaviour by teaching skills to replace the inappropriate behaviour with an appropriate skill through positive reinforcement.

Analysis may include:

- Person centred reviews and tools for information gathering
- Referral and feedback from other professionals
- Interviews
- Antecedent – Behaviour – consequence observations

Support planning considers:

- Preventative measures
- Replacement skills
- Consequences – positive reinforcement of appropriate behaviour

7. Physical Intervention

7.1 Introduction

The school aims to foster an environment where staff members have the skills to be able to identify and assess student behaviour and to develop positive approaches and plans around emotional and communication support in order that the need for physical intervention be reduced.

The use of physical intervention impacts upon student and staff welfare, stress and sickness and although it may be seen as a tool in keeping vulnerable people safe, it is suggested that the over

emphasis of its use as a behaviour management technique can be counterproductive and lead to increased risk to the vulnerable (BILD, 2012).

This section of the positive behaviour strategy is designed to promote a culture and ethos around prevention and protection from the need for restrictive physical interventions and to ensure that where necessary those interventions are carried out as safely as possible and in the best interests of the students.

7.2 Definition

It is important that all school staff know as part of their practice what defines a restrictive physical intervention in order that they avoid engaging in such techniques where possible. The British Institute of Learning Disabilities has defined physical intervention as “*A method of responding to the challenging behaviour of people with learning disability and or autism which involves some degree of direct physical force, which limits or restricts the movement or mobility of the person concerned*”. (cited: Derby City PCT, 2010)

Restrictive physical interventions include:

- Holding (including therapeutic holding) e.g. a staff member holding a part of a student’s body in order to prevent a physical attack
- The use of barriers to limit movement e.g. locked doors
- Using equipment to prevent movement

Therapeutic holding may form an important part of a person’s physical education (e.g. during rebound therapy) or using weighted blankets, or be used for other curriculum or health related benefit. Therapeutic holding may be used as the students’ needs indicate in many different circumstances this must be underpinned by a written educational plan which identifies justifications. Therapeutic holding differs from restrictive physical intervention in that it is done with the child’s consent:

Derby City NHS primary Care Trust state that:

“Physical intervention differs from physical support in that it implies the use of force against resistance” (Derby City PCT, 2010)

7.3 Approaches

Where possible, school staff are to use proactive approaches to challenging behaviour that avoid the need for restrictive physical interventions, in accordance with our legal duty to make reasonable adjustments for children with Special Educational Need and the PROACT-SCIP philosophy, these may include:

- Communication
- Distraction and diversion
- De-escalation

- Identification and removal of triggers
- Proactive non-physical support e.g. calming techniques
- Proactive physical support e.g. touch
- Reactive non-restrictive physical interventions

It can be seen that there may be occasions where physical intervention become or are immediately necessary in order that children with limited understanding of safety or who present unpredictable challenging behaviours be kept safe e.g. in the unforeseen event of an emergency, where a person is in immediate danger of severe harm. In the event of restrictive physical intervention being necessary, staff should have an awareness of safe practices and their duties of care as well as the legislative framework around the 'Doctrine of Minimum Force':

"Force is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury" (Department for Education, Use of Reasonable Force, 2015, pg 4)

"Reasonable in the circumstances means using no more force than is needed" (Department for Education, Use of Reasonable Force, 2015, pg 4)

"Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom." (Department for Education, Use of Reasonable Force, 2015, pg 4)

"Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention." (Department for Education, Use of Reasonable Force, 2015, pg 4)

"School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil" (Department for Education, Use of Reasonable Force, 2015, pg 4)

If restrictive physical intervention is used without reasonable cause, it could under common law constitute unlawful restriction of liberty or under criminal law, assault

7.4 Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk theirs and others safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil
- Restrain a pupil at risk of harming themselves through physical outbursts

7.5 Predictable Events

Many violent incidents of challenging behaviour are however predictable. Preventing the need for physical interventions relies upon good planning with a proactive person centred approach anticipating and managing known triggers, exploring every alternative to physical intervention.

Necessary interventions should be properly assessed, written in a positive behaviour plan, underpinned by the PROACT-SCIPr-UK® Gradient and follow the BILD Code of Practice for Physical Intervention.

Any physical interventions should always be used as a last resort and should be only undertaken

- By PROACT-SCIPr-UK® trained staff
- Risk assessed
- Regularly reviewed
- Implemented with the agreement of the student where appropriate
- Always start with the lowest level of intervention
- With the least possible physical force
- For the minimum duration possible

NB. The school does not endorse the restriction of an individual's freedom to leave an area and this would only be permissible if there was a significant risk of severe harm. This decision would be made by the member of staff responsible for the supervision of the student at the time

7.5 Training

It has been suggested that where training focuses on “managing the problem” and physical skills the ‘last resort’ is often misunderstood and becomes a ‘tool of preference’ (BILD, 2010). The school aims to overcome this by providing need focussed training in the specific needs of an individual primarily promoting other avenues of approach (see 6.3) than restrictive physical intervention. Where these approaches have not been successful and physical intervention is a recognised planned for necessity, training will be given on individualised effective methods of least possible restriction.

In order to support pro-active avoidance of restrictive physical intervention and safe managing of the unforeseen necessity, all staff will be PROACT-SCIPr-UK® trained with a one day introductory course followed by a three day foundation within six months, followed by an annual refresher.

Staff will be given guidance on positional asphyxiation as part of mandatory training.

7.6 Managing Incidents

Any incident must be recorded on Caresoft Eclipse 2000 computer system online form and processed in accordance with the School's Incident Procedure.

Following an incident where reactive or restrictive physical intervention has taken place, the student (and staff where necessary) must be seen by a first aider as soon as is practically possible.

All staff following an incident must act in accordance with their duty of care to the fullest extent possible to ensure the continuing safety of all concerned.

The Head Teacher is responsible for monitoring all incidents as per Incident Reporting procedure utilising the Caresoft Eclipse 2000 behaviour monitoring and analysis software. Incidents where restrictive physical interventions have been used must be reported to a member of the School Leadership Team using the Physical Intervention Report (appendix 1) at the earliest possible opportunity, the need for immediate further action will be assessed and implemented and the Head Teacher and/ or Head of School will implement any follow up actions necessary including the arrangement of multi-agency reviews.

7.7 Reporting incidents to parents/carers

Following a series incident involving the use of force, parents should be informed. This information should be relayed by the Key Worker, Curriculum Manager or person working with the student at that

time. In deciding what is a series incident staff members should use their professional judgement and consider the

- Pupils behaviour and level of risk presented at the time of the incident
- Degree of force used
- Effect on the pupil or member of staff
- The child's age

8 Pupil complaints

Whilst we recognise that our pupils do not always have the level of expressive or receptive communication to be able to make a complaint, it is important to consider that other methods of communication also need to be carefully monitored following the use of force:

- Mood
- Behaviour
- Sensory seeking
- Self-harm
- Regulatory behaviours
- Stimulatory behaviour
- Body language
- Engagement
- Attention

8.1 Following a complaint

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff Guidance in the Child Protection Policy where an allegation of using excessive force is made against a member of staff
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate
- If a decision is taken to suspend a member of staff, the school should ensure that the member of staff has access to a named contact who can provide support
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the member of staff
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident

9 Other Physical Contact with Pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. We believe that touch is essential in order to provide sensitive and good quality care for the children and young people we support. Used in context and with empathy, touch supports the development of our natural interactions with the children and young people we support teach and care for. Please see our Use of Touch Policy.

Examples of where touching a pupil might be proper or necessary:

- During such techniques as Intensive Interaction to develop the fundamentals of communication
- Holding the hand of a child during transitions or greetings to enhance communication
- To provide physical feedback and prompts for safety reasons
- When comforting a distressed pupil
- When a pupil is being congratulated or presides
- To demonstrate how to use something
- As a physical prompt to support the fine and gross motor skills in tasks such as writing, eating and drinking
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid

10 Crisis Intervention Procedure

The School favours a dual intervention strategy when the behaviour support programme is not succeeding in having a positive impact on a student's challenging behaviours.

We recognise that our students will need both positive support strategies and where possible strategies to promote awareness of behavioural consequences in order to self-manage challenging behaviour.

Positive support strategies will involve working with students on their communication and providing emotional support, in some instances this may involve the referral of the student to a behavioural psychologist or counselling service, or/and speech and language therapist. In some cases (typically more able students) the positive support approach may be combined with an impact awareness approach in which the student may receive warnings and be informed of consequences.

The impact awareness approach is designed to echo a 'disciplinary' model which might be used with children who attend a mainstream school. Its aim is to teach those able to understand, the consequences and impact of their own behaviour in preparation for the responsibilities of adulthood.

The flowchart below highlights the escalation stages of crisis intervention.

Positive Support

Stage 1
meeting with Curriculum Manager - with student and representative (eg. advocate)
communication support on understanding impacts and consequences



Stage 2
Letter to parent/guardian, student - meeting with Curriculum manager & Headteacher

Impact Awareness

Stage 1

- communication support from school staff
- emotional support from school staff
- review of behaviour support plan
- inform parents/guardian



Stage 2

- referral to counsellor/behavioural psychologist/SALT
- Leadership team meeting
- Meeting with parent/guardian
- Multi disciplinary meeting

Each stage of the crisis intervention procedure will be carefully managed and only be instigated where the behaviour support programme including any identified modifications have been unsuccessful in managing behaviours which are posing significant risk to the student themselves, others, or the school or local environment. This may be due to the severity or the frequency of challenging behaviours.

11 Exclusion

Through the implementation of the crisis intervention procedure, the school will work with the student, and his or her circle of support, to make every effort to continue to include the student by the promotion of self-management of challenging behaviour or by managing the risks associated with the behaviour. The school does recognise however that there may be circumstances where behaviours continue to pose significant levels of risk, and there may be no option but to ask the student not to attend for a defined period, until defined criteria have been met, or to exclude the student indefinitely.

12 Responsibilities

At Mackworth House School we believe that the students, parents, carers, circle of support, visitors, volunteers and the wider community share our responsibility for promoting and supporting appropriate and positive behaviour. Getting to know one another, how we like to learn and what are our interests and motivators are paramount to a successful and fulfilling school environment. To do this we have to:

- Lead by example.
- Provide consistency and clarity at all times.
- Promote the aims and values of the school.
- Provide a consistent and highly trained staff team to work with students across the curriculum.

- Have high expectations of our pupils.
- Praise pupils whenever appropriate.
- Promote high expectations within the community.
- Embed person centred approaches throughout our school curriculum, policies, practices and procedures.
- Ensure all staff members have a thorough and empathetic understanding of a range of autistic spectrum disorders.
- Ensure all staff members are aware of the significance of the sensory support needs for people with autism and ensure this is built in to each child's individualised learning programme.
- Meet the educational, social and behavioural needs of our students.
- Provide an individualised and effective curriculum.
- Provide environments in which pupils can learn.
- Provide suitable equipment for access to the curriculum.
- Show appreciation of the efforts and contributions of everyone.
- Generate and maintain a supportive and anxiety reducing culture.
- Keep accurate and detailed records of all behaviours to guide and direct the implementation of a structured and successful behavioural support plan.
- Prepare students, as much as possible, for change and transition
- Audit and review behavioural and communicative support programmes, sharing good practice and strategies across the teaching and learning team

13 Research and Bibliography

Department of Education and Skills and the Department of Health. *Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders*. Crown copyright, 2002

Department of Education and Skills and the Department of Health. *Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties*. Crown Copyright, 2003

Sharon Paley. *Key Considerations in Physical Interventions*. British Institute of Learning Disabilities, 2010

The Challenging Behaviour Foundation. *The Use of Physical Interventions [online]* Available at <http://www.challengingbehaviour.org.uk/understanding-behaviour/physical-interventions-sheet.html> [accessed 28.11.17]

Milton Keynes Safeguarding Children Board, 2012., *restrictive physical intervention policy*, [online] Available at: <<http://mkscb.proceduresonline.com>> [accessed 1.11.2012]

Derby City NHS, 2012., *policy for the use of physical interventions by staff working for derby city pct services for children and specialist services including the complex behaviour service*, [online] Available at: <<http://www.derbycitypct.nhs.uk>>,[accessed] 1.11.2012



Royal College of Nursing, 2012., *Restrictive physical intervention and therapeutic holding for children and young people – Guidance for nursing staff*, [online] Available at: <www.rcn.org>

British Institute of Learning Disabilities, 2012., *Key considerations in physical interventions – a framework for good practice*, [online] Available at: <www.bild.org.uk> [accessed] 1.11.2012