

Education Services

CONSISTENT and POSITIVE APPROACH TO BEHAVIOUR POLICY & PROCEDURE

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Policy Control/Monitoring

Version:	1.0
Approved by: (Name/Position in Organisation)	Carole Harder CEO
Date:	
Accountability: (Name/Position in Organisation)	Chief Executive, Percy Hedley Foundation
Author of policy: (Name/Position in organisation)	Dr Sue Fisher Executive Head Teacher
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Replaces/supersedes:	All previous policies and procedures

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<p>Associated Policies: (insert hyperlinks)</p> <p>Associated National Guidance</p>	<p>Safeguarding Policy (including Child Protection) Anti-bullying Policy Moving and Handling Policy Health and Safety Policy</p>
<p>Document status</p>	<p>This document is controlled electronically and shall be deemed an uncontrolled documented if printed. The document can only be classed as 'Live' on the date of print. Please refer to the staff login section of the internet for the most up to date version.</p>

Equality Impact Assessment

This document forms part of Percy Hedley's commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics (race, disability, gender, sexual orientation, age, religious or other belief, marriage and civil partnership, gender reassignment and pregnancy and maternity), as well as to promote positive practice and value the diversity of all individuals and communities.

Roles & Responsibilities

The following roles will have specific areas of responsibility for this policy:

Role	Responsibility
<p>Chief Executive</p>	<p>Overall responsibility to ensure this policy conforms to current guidelines and best practice. Ensuring resources and infrastructure are available to allow its implementation.</p>
<p>Director of Human Resources Department</p>	<p>Ensure effective implementation of this policy. Ensure a current list of all policies is available to all staff. Review dates of policy reviews and notify accountable person of policy.</p>
<p>Head of Service/Head of department</p>	<p>Ensure effective implementation of this policy. Ensure a current list of all policies is available to all staff. Review dates of policy reviews and notify accountable person of policy.</p>

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1. Introduction

Children and young people within the Percy Hedley Foundation (PHF) Educational Services may present with a variety of difficulties relating to their behaviour which stem from their underlying issues with communication. It is the duty of all staff to maintain high levels of care and good control of pupils and students at all times. All children, young people and staff are entitled to learn and work in a safe, secure and relaxed environment without fear of the actions of others.

Within the Percy Hedley Foundation Educational Services we believe that:

- Children and young people want to behave well.
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately.
- With the right support and intervention, children and young people can learn to improve their behaviour and manage it well.
- Mistakes are part of the learning process and we recognize that all of our children and young people are at different stages of the developmental process.
- All of our pupils and students have learning difficulties which may impact on how they learn to behave.
- All adults can learn strategies to support children and young people to improve their behaviour.

A consistent and positive system of managing behaviour is essential. PHF Educational Services adopts the Non-Abusive, Psychological and Physical Intervention (NAPPI) approach in which all staff working with pupils are trained to an appropriate level. We believe that we can support the children and young people in our schools and college through:

- The quality of our relationships with them and each other.
- The quality of our provision.
- A well-informed understanding of their needs.
- The scaffolding we put in place to help them learn.
- Observation, evidence gathering and analysis so that our interventions are well informed and planned.
- Working in close partnership with parents and carers.
- Investing time to allow children and young people to practise and make mistakes without fear of harsh sanctions.

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2. Purpose

- To prevent injury or damage to pupils/young people.
- To prevent injury or damage to staff.
- To provide guidance for staff, parents, governors and other stakeholders on how we keep children and young people safe.
- To provide a framework for our collective beliefs around human behaviour as it relates to children and young people.
- To provide an inclusive model for our understanding of behavioural needs.
- To underpin our beliefs with evidence based practice and current research.

3. Definitions:

Behaviour	The way in which someone acts or conducts themselves, especially towards others.
Challenging behaviour	Conduct or actions that are demanding, provocative, testing and not recognised as the norm that may cause harm, injury or distress.
Sanctions	Actions which involve a penalty or removal of a privilege, aimed at encouraging more acceptable behaviour.
Reparations	Actions that repair damage or ease distress caused by challenging behaviour.
Restraint	The positive application of sufficient force to ensure, by physical means alone, that a child or young person does no injury to himself, others or property.

4. Roles and Responsibilities:

The consistent approach to behaviour is the shared responsibility of all staff working with pupils. Staff work together to ensure all relevant staff understand the individual needs of each pupil / young people and their targets.

5. Procedures:

Procedures are based on our beliefs about behaviour.

5.1 Children and young people want to behave well:

- We believe that children and young people are happy when they behave well and when that good behaviour is recognised by adults and their peers. Children and young people are able to behave well when their needs are well met in school / College, at home and in the community.

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5.2 Behaviour and Communication:

- How children and young people behave gives us important information about how they are feeling.
- Supporting children and young people to communicate is an essential part of helping them to behave appropriately.
- Children and young people with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

5.3 Children and young people can learn to improve their behaviour:

- Our pupils and young people find learning difficult. Learning new behaviour is a task, just like learning to read or write.
- As adults, we must consider the learning styles and needs of children and young people and we must have realistic expectations about the speed of progress they will have when learning to adapt or develop new behaviours.
- Our children and young people learn in small, incremental steps over long periods of time.

5.4 Mistakes are part of the learning process:

- Mistakes are not judged but we support our pupils and young people to get things right.

5.5 All adults can learn strategies to support children and young people to improve their behaviour.

- Most adults have evolved ways of responding to children's and young people's behaviour based on a combination of personal and professional experiences, training and experiential learning.
- Within PHF Educational Services, we encourage all staff to reflect on what may be the underlying issues which drive or trigger behaviour in children and young people and to think about ways of responding to challenging behaviour in a positive, non-judgmental and supportive way.
- The Educational Services have adopted a consistent approach to working with children and young people who have challenging behaviour. The Non- Abusive, Psychological and Physical Intervention (NAPPI) approach is used across all sites.
- All education and therapy staff are trained at Level 1 and selected teams are trained at levels 2 and 3 as appropriate (please see Appendices).

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- We recognise that managing challenging behaviour can be very difficult particularly if a child or young person is targeting himself or others in a very aggressive way. Within educational services, we support staff to develop their own emotional resilience through professional and peer support.
- All staff must be committed to developing their practice, reflecting on their own behaviour and sharing their skills and experiences.

5.6 Adults can support children and young people through:

- The quality of our relationships with each other. Fostering close team working, acceptance and trust amongst the staff team provides good role models of behaviour for our pupils and students at all times.
- The quality of our relationships with our children and young people. It is essential to build strong, positive relationships with pupils and students. To succeed with this we need to:
 1. Actively build trust and rapport – we earn the trust of children and young people.
 2. Have high expectations for all children and young people. When we demonstrate our belief in them it supports them to succeed.
 3. Treat pupils and young people with dignity and respect at all times, e.g. by thanking them, communicating clearly and positively at all times at an appropriate level and listening to them with respect. We do not talk about them over their heads and confidentiality is always maintained.
 4. Reflect on what lies behind the behaviour and why the child or young person is behaving in this way. There is always a reason and a trigger, which needs to be identified.
 5. Act consistently and see things through. If there are consequences to behaviours, whether positive or not, they must happen.
 6. Always keep our word. If a commitment to a child or young person cannot be honoured, we must communicate clearly and honestly about why this has happened.
 7. Apologise if we make a mistake. This is an excellent model for the child or young person and will build trust and respect.
 8. Identify the strengths in the child or young person. These should be identified with them and built upon.
 9. Quietly, firmly and consistently set and hold appropriate boundaries for all children and young people.

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10. Be non-judgmental about the life experiences and backgrounds of children and young people but use the knowledge sensitively to inform planning and intervention.
11. Manage our own emotional reactions to children and young people's behaviour and act positively at all times. If we are finding this difficult then support should be sought.
12. Actively seek support from wider professional groups as soon as needed – e.g. CYPS teams.

5.7 The quality of provision:

If we can accurately identify each child or young person's needs and meet them, it is likely that challenging behaviour will decrease or stop. To do this we need to:

1. Complete an accurate and thorough assessment of needs.
2. Draw up a comprehensive plan to meet needs, which will be specific and personal to them, looking at equipment, sensory needs, staffing levels etc.
3. Support children and young people to be resilient and have good levels of self-esteem so that they believe they can succeed.
4. Provide frequent and positive reinforcement when things are going well and minimal feedback for low-level, undesirable behaviours.
5. Focus on what we want the child or young person to do, not what we do *not* want them to do.
6. Praise children and young people for specific achievements so that they are clear what they have done well and when.
7. Find positive motivators for all pupils and students.
8. Deliver personalised learning programmes to match each child or young person's stage of development.
9. Where possible, include the child or young person in target setting, planning and evaluation of outcomes using language and methods appropriate to them.
10. Be clear about progress and what needs to be done to achieve further progress.
11. Actively teach children and young people the behaviour for learning.

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5.8 The structure we put in place:

The things we do to support our children and young people to manage their own behaviour successfully are key to a positive ethos and environment.

- **Rules** support positive behaviour and should be:
 1. Few in number,
 2. Agreed with children and young people as far as possible.
 3. Communicated in an appropriate way e.g. through visual cues, sign, symbol etc.
 4. Positive – things we are going to do.
 5. Regularly referred to by everyone.
 6. Appropriate to the setting, activity and developmental level of the children and young people involved.

- **Routines** also support children and young people. They should be:
 1. Explicitly taught in all situations.
 2. Consistent.

- The **language** we use is part of helping children and young people to take responsibility for their behaviour. It can help them to choose the right thing to do and, if appropriate, explain the consequences of their actions. Descriptive praise gives positive feedback, increases self-esteem and supports behaviour for learning.
 1. Language is always linked to action and consequences are always linked to choices.
 2. Descriptive praise is used when children and young people are seen to make a good choice. Adults must be vigilant and never miss an opportunity for this to happen. Examples include, *'I liked the way you lined up as soon as I asked', 'Thank you for putting your ball back straight away'*.
 3. Positive and consistent communication will increase children and young people's sense of responsibility and remove the struggle for power.

- **Rewards and Consequences/ Sanctions:**

Rewards must be able to be delivered and focus on positive choices and the behaviours we wish to encourage. They may include:

1. Descriptive and specific praise.

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2. Symbolic rewards (stars, stickers, etc.)
3. Communication with others to inform them of the behaviour or achievement.
4. Special responsibilities or privileges.
5. Preferred activities which are beyond the scheduled classroom timetable, e.g. sensory room, computer time, outdoor play outside of usual break times.

Sanctions must also be able to be delivered and must be appropriate but not harsh or removed from the behaviour that we wish to decrease. They may include:

1. Having a break from the situation, supported by an adult to reflect on behaviour.
2. Having a learning break linked to a sensory need that may be triggering the behaviour.
3. Losing a preferred activity or privilege.

Adults should reflect on the incident that has led to a sanction and consider if something could have been done differently to support the child or young person.

- **Reparations:**

We believe that children and young people should be given the opportunity to repair relationships following a behavioural incident and that they want to do this.

Punishment is not a concept that we feel is positive as it focuses the child or young person's mind on the punishment rather than what led to it.

This can lead to them feeling angry about the punishment rather than thinking about the effect of their behaviour on themselves and others.

Where appropriate, we support children and young people to take responsibility for what they have done and repair it with other people affected.

We cannot make assumptions about what children and young people are feeling. Unresolved difficulties can make them very anxious and lead to further behavioural or habitual behavioural problems.

5.9 Children and young people with exceptional behavioural needs:

The majority of children and young people within educational services will respond positively when staff work within the guidelines detailed above. However, some of our children and young people present with significant levels of challenging behaviour, which are deeply embedded and require additional support to diminish.

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This is done by:

1. Ensuring that the general principles within this policy are adhered to at all times.
2. Putting in place additional scaffolding and support, which is tailored to the specific needs of each child or young person.
3. Drafting a comprehensive Consistent and Positive Approach Plan / Promoting Positive Behaviour plan to ensure that all support and strategies are clearly documented and staff know how to manage each situation as it arises. This plan should be drawn up with parents, carers and significant staff and agreed with the Senior Management Team. Risk assessments should also be completed to ensure safety in all situations. Involving pupils in their consistent approach plan / Promoting Positive Behaviour plan and asking what support would help them to manage their behaviour.
4. Working closely with parents to support them to implement strategies and changes of approach.
5. Putting in place additional staff training where needed e.g. NAPPI Levels 2 and 3.
6. Prompt involvement of external agencies such as Children's and Young People's Services (CYPS)/ Behaviour and Intervention (BAIT) teams, mental health practitioners, and psychology and psychiatry teams.
7. Involving medical services to ensure that there is no underlying illness or unresolved pain.

Some children and young people may require very specific and detailed planning. This could include a shortened school or college day, off-site education, additional one-to-one support or a period of home-based learning. When such significant adaptations are required these will be planned jointly with all agencies including parents and families, Local Authorities and external support teams.

5.10 Physical Intervention and Restraint:

All staff working with children and young people who present with significantly challenging behaviour will be trained at the appropriate NAPPI level.

NAPPI teaches very specific methods of physical intervention, which minimise the amount of contact and the risk of harm to the child, young person or intervening adults. The following rules apply:

1. Physical intervention and restraint should rarely be used and only after all other interventions have been exhausted. It must only be used by staff who have had the recognised level of NAPPI training and where this is up to date. Yearly refresher training is mandatory.

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2. It should only be used if the child or young person is putting himself or others in danger and where failure to intervene would result in harm and constitute neglect.
3. Any physical intervention should be as a last resort and should be proportionate, reasonable and necessary.
4. If used it must be logged (see below) and parents and families informed before the child or young person arrives home from school or college.
5. An individual Consistent and Positive Approach Plan/ Promoting Positive Behaviour plan and risk assessment must be in place or, in the event of physical intervention needing to be used for the first time, written within the next two days.
6. Consistent and Positive Approach Plans/ Promoting Positive Behaviour plans must be regularly reviewed, updated and shared with all who need to know. They must be dated and previous versions removed from circulation.
7. Staff must reflect on the incident once it is over to determine if anything could have been done to manage it differently and to plan for the future.

5.11 Deprivation of Liberty (DoL):

Within school or college children and young people must **never** be:

1. Locked in a room alone without support or supervision.
2. Deprived of food or drink.
3. Denied access to a toilet.
4. Restrained using a harness where this has not been agreed by all involved, risk assessed and clearly documented.

In exceptional circumstances, a pupil or student may be secluded in a safe space to reduce the risk to themselves or others. There must always be two adults present, either inside the room if safe or outside the door with visibility if not. A senior member of staff must be notified immediately.

Seclusion must be documented as part of the Consistent and Positive Approach Plan/ Promoting Positive Behaviour plan and agreed as a strategy by all involved. It must be regularly reviewed and plans made as soon as possible to move on to other strategies as appropriate

Incidences of seclusion must be logged using the schools' and college recording system.

5.12 Touch:

Corporal punishment is illegal and will never be used within school or college.

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Contingent touch may be used appropriately in the appropriate context e.g. a pat on the arm or shoulder for reassurance but staff must know how the child or young person is likely to react as some may misinterpret this.

Holding (e.g. through arm walking etc.) may only be used as part of the NAPPI levels 2 and 3 approach by staff who are trained to this level and under the circumstances described in paragraph 5:10.

Children and young people with complex sensory needs may require more direct physical touch and contact e.g. squeezing or deep pressure. This will be documented in sensory profiles.

5.13 Fixed Term Exclusions:

Exclusions are not the most effective way to support children and young people with SEND. We will always try to adapt and personalise our provision in order to ensure that all can access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed time but this would always be considered very carefully. These circumstances may include:

1. Incidents where the safety of the pupil or student or that of others is seriously compromised and the occurrence is frequent or increasing in frequency and intensity.
2. Incidents of knife crime or use of other weapons.
3. Incidents of a sexual nature or sexual violence.
4. Incidents of significant damage to property.

Decisions to exclude children or young people are made on an individual basis and will always be a reasonable, measured and considered response which will have an impact and be a learning opportunity for them.

Exclusions may be managed internally and the child or young person may be removed from class for a fixed period of time.

In the event that Percy Hedley Foundation Educational Services are not able to meet the needs of an individual child or young person, we will always work with families and local authorities to identify a suitable placement for a managed transition.

5.14 Reporting and Recording Incidents:

Any behavioural incident must be recorded on Databridge. This must include antecedents to the incident, the behaviour displayed by the pupil/young person (in line with the Lalemand scale), the intervention used and the pupil's response to the intervention. Any injury to pupil, young person, staff or property must also be included. If a physical intervention was required, staff and pupils / young people must be debriefed. SLT will then complete a record

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of all incidents to identify trends where necessary. Parents must be informed of any physical intervention necessary.

Training in recording and reporting incidents is part of the NAPPI approach.

6. Monitoring & Review

Overall responsibility for the operation of the policy and procedure lies with the Chief Executive. The effectiveness of the policy and procedure will be formally reviewed and monitored as a minimum on a 12 monthly basis, to ensure that it continues to meet the requirements of The Foundation, the specific service areas and that it reflects best practice and statutory legislation as appropriate.

At Hedleys College:

When a young person attends Hedleys College, they may have struggled to manage their behaviour in their previous placement.

At Hedleys College we believe that in order to develop young people effectively, they need to feel safe and secure. Over time the aim is for all young people to increase their ability to manage their behaviour for themselves or with decreased intervention from others.

Stepped Approach to Positive Behavioural Development

Step 1

The environment is ordered, predictable and secure. Low stim classrooms, order and routine aim to minimise stress and anxiety and maximize engagement in learning opportunities. Promoting Positive Behaviour plans capture and effectively share each young persons individual needs, and consider how to achieve the high expectation of Step 3. We concentrate in the first part of the plan on celebrating the behaviour that we want to see and increasing its frequency.

Step 2

Regular review of each young person's Promoting Positive Behaviour plan occurs if there is an increase in incidents. Staff work collaboratively to consider how to 'stretch' each young person towards ownership of their feelings and actions. This is achieved through multidisciplinary meetings led by a member of senior management or young person's welfare officer.

Step 3

Each young person has ownership of his or her behaviours and actions in a range of contexts. They

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accept personal responsibility and feel a sense of efficacy to seek support to affect change as necessary using a variety of learned strategies.

Hedleys College focuses all its work through our key values of Achieve, Believe, Succeed, we aim for young people to be responsible as Adults for their own behaviour.

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Communication

- I can recognise and name my feelings
- I can communicate my feelings
- I can ask for support as necessary from a range of others, both known and unknown

**Behavioral
Development**

Wellbeing

- I recognise and can name emotions in myself and others
- I can take positive steps to feel calm and secure
- I can ask for and offer support as necessary

**Functionality
and
Independence**

- I accept personal responsibility for my actions
- I am able to self-regulate my emotions and behaviours
- I am able to monitor and explain my actions and repair relationships as necessary

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