Woodlands School Behaviour Support Policy

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BEHAVIOUR SUPPORT POLICY STATEMENT FOR WOODLANDS SCHOOL

We are a Rights Respecting School and this policy is underpinned by our continued work of our commitment to UNICEF and the UN Convention of Rights of the Child.

This policy links directly to the following articles of the UN Convention of the Rights of the child.

Children's rights and responsibilities:

- Article 3 - The best interests of the child must be a top priority in all things that affect children.
- Article 12 - Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.
- Article 19 - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them
- Article 23 - A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.
- Article 28 - Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.
- Article 30 - Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Introduction
Woodlands School is a community special school, which provides an appropriate education for pupils aged 2-19 with severe or profound and multiple learning difficulties.

Our Aims:

- To support learners to manage their own behaviour to enable them and others to access learning and ordinary life
- To reduce / stop harm to self or others
- To adopt the best possible practice by adhering to a set of principles and values and by ongoing, honest assessment
- To support our learners Social, Emotional and Mental Health as outlined in the SEMH policy.

Definitions:

- Behaviour consists of all observable actions
- Challenging behaviour is any behaviours that get in the way of a child's learning, or ability to function in socially acceptable ways both within school and the wider community

Behaviour

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the proactive approaches to behaviour support practised by staff. This ensures the well-being and safety of all pupils and staff in school.

When working with learners who may exhibit a range of behaviours, all adults understand and follow the following agreed principles:

- We should always endeavour to stay calm.
- We should always follow the pupils Behaviour Support Plan.
- We recognise the importance of teamwork and the need to rotate supervision of a learner to lessen the strain on staff.
- We never know why a learner is displaying challenging behaviour, it is always a guess, but it should be a 'best guess' based on analysis of available information about the setting, conditions etc.
- We must always be non-judgemental.
- We recognise that a behaviour may be described as bullying, especially when it involves the dominance of one learner by another. Such a pattern of behaviour will be dealt with in the same way as other challenging behaviours exhibited by our learners.
- We understand that learners may need an escape route when stressed.

- We recognise that there will be occasions when there is a need to react to an unplanned situation by acting within our agreed principles.
- We recognise that we cannot expect to manage all incidents effectively.
- We recognise that after an incident staff may require time away from the situation and the opportunity to 'talk it through' with a colleague.

Physical Intervention

It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. Woodlands acknowledges that physical techniques are a very small part of our holistic approach to behaviour support and only used as a last resort when all other behaviour support strategies have failed or when pupils, staff or property are at risk. An incident involving the use of physical restraint must be recorded and reported in accordance with the procedures outlined in the Physical Intervention Policy 'Reporting and Monitoring Incidents'. At all times the following applies;

- physical restraint is the last resort and has to be absolutely necessary
- it must involve the least amount of force for the least amount of time
- the aim is to support recovery and enable the learner to calm
- in a crisis the best protection advice is for staff to do everything possible not to intervene
- it should be rarely necessary, whilst recognising that some learners' behaviour is such that it is necessitated, no matter how good one's behaviour management, and when that is the case it must be done well

Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving. Seclusion is not implemented by staff through threat of punishment.

At Woodlands School it is only used as a last resort to safely protect others or a pupil from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. The place to which the pupil is confined will be safe and not feel threatening or intimidating to the pupil. The pupil will be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave. An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the Physical Intervention Policy 'Reporting and Monitoring Incidents'.

BEHAVIOUR SUPPORT PROCEDURES

Our approach:

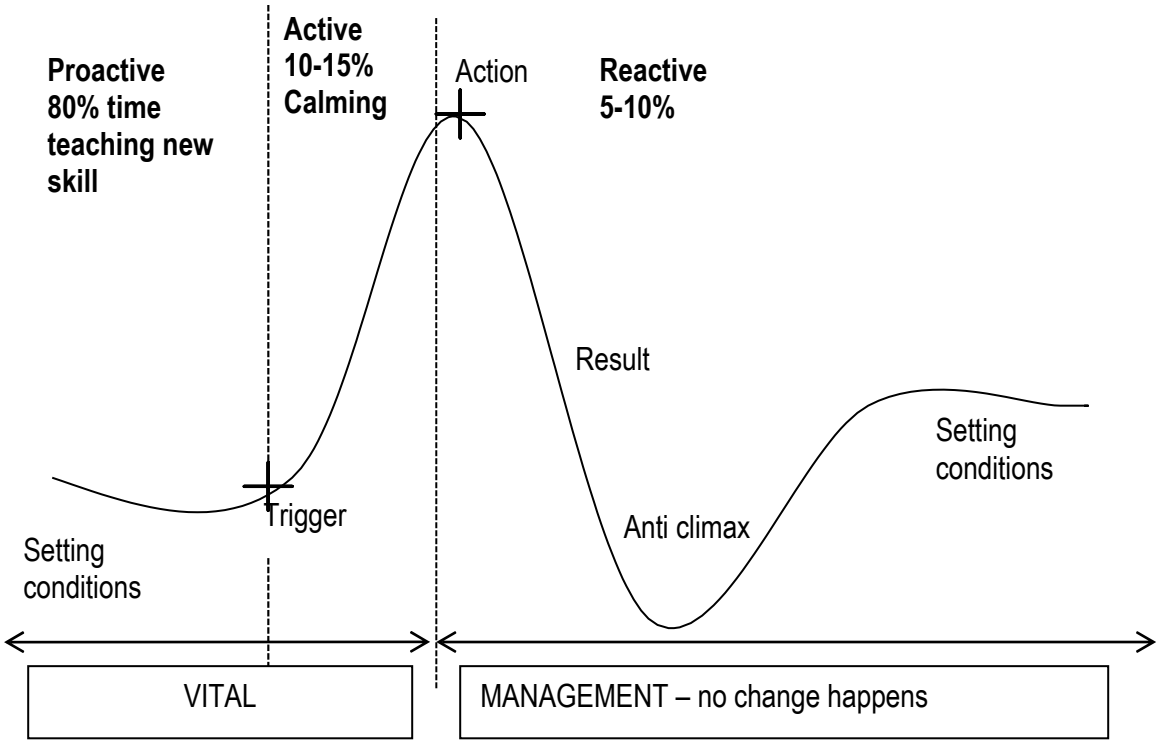
We aim to be pro-active in our support for learners by:

- Considering why the behaviour arises
- Changing the setting conditions if appropriate
- Identifying what new skill to teach the learner
- Devising and following an agreed range of behaviour support strategies
- Building on positive behaviour (catch the child being good)

To help us develop and implement behaviour support strategies, we use the principles of the STAR approach. This means that we work together to identify;

- the **S**etting conditions (internal and external)
- the **T**riggers
- the **A**ction or behaviour
- the **R**esult (what happens to the individual after the behaviour has happened)

These four elements can be divided into 3 stages, and these are illustrated on the following diagram.



It is recognised that the time scale may vary considerably depending on the individual learner and the transition from one phase to the next may not be as smooth as the curve implies.

If we are to be proactive in our approach, it is important that we spend most of our time and effort creating the optimum setting conditions for the learner so that they are not stressed when they are learning a new skill(s) as part of their behaviour support plan.

Pro-Active Stage:

This involves identifying the optimum learning environment for the learner.
The setting conditions as outlined below cover a wide range of areas and it is necessary to consider their relative importance for each individual and whether they should form part of their behaviour support plan.

Area	**Possible Considerations**

Communication	• What communication system is being used
	• What strategies are being used to gain attention / ask for help
	• Adults need to :
	  ○ Allow time for learner to process the language
	  ○ Reduce language
	  ○ Use visual back-up
	  ○ Give clear directives now/next

Physical environment	• Too much visual clutter • Too hot/too cold • Too noisy/ wrong type of noise • Lights too bright / flickering
Programmatic	• Offer a choice of clear opposites • Try to ensure events/activities follow a predictable pattern • Offer opportunities for learner to take control • Have clear rules
Rewards and motivators	• Stickers, stars • Choice of favourite things • Think very carefully/discuss options before using sanctions
Coping strategies	• Sensory Integration • Relaxation • Shaping • Desensitisation • 'Go' strategy
Structure of the day/lesson	• Start with low demand activities, increase and then finish with low demand • Use of workstations
Activities	• How is new skill to be learnt • Many enjoy repeating activities • Have fun • Waiting is an important skill to teach, build up from nano second • Boredom can lead to challenging behaviour

Change and time	• Use of traffic lights / timers • Teach skill to cope with surprises initially in a very structured way • Use of visual timetables
Independence skills	• Give time to teach the skill • Beware of learnt helplessness
Leisure /Community opportunities	• Develop list of things to do on own • Develop list of things to do with another person
Positive reputation of learner	• Vital to identify strengths and skills • Identify and agrees their essentials e.g. Postman Pat • Recognise their preferences • Ensure their self esteem • Give them respect

Active Stage

Triggers:

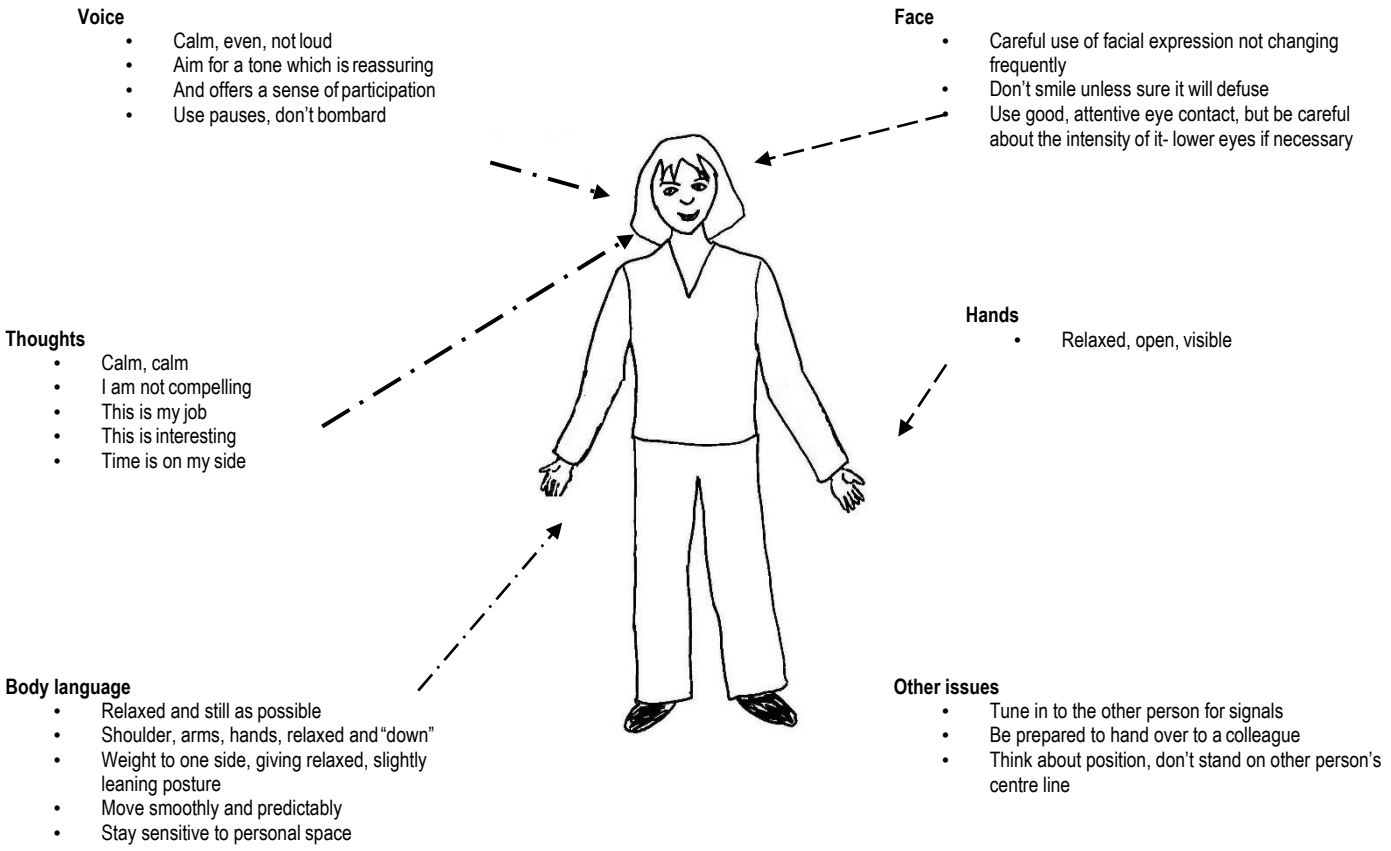
The trigger may be very apparent, or it is often the case that there is not a clearly identifiable trigger; it may be pain or something happened earlier possibly before the learner arrives in school. However, it may be possible to identify early warning signs such as;

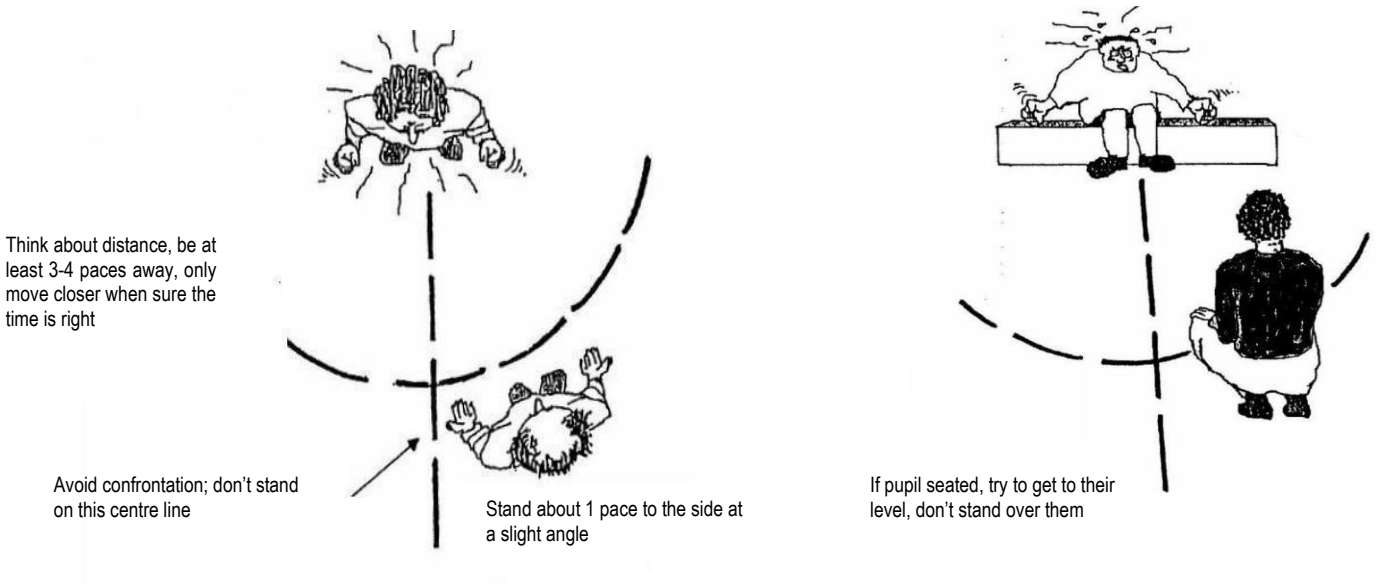
- Agitation - attempting to move away from people
- Withdrawal - becoming still and quiet
- Verbal outbursts - production of certain stock, learnt phrases, certain vocalisations, voice tightens
- Facial expressions - eye contact increases or decreases, eyes widen, facial expression stiffens
- Behaviour changes - obvious general changes, increased rate/intensity of self-involvement e.g. rocking
- Physiological signs – breathing, body language muscle tension, flushing, going white, sweating Any identifiable trigger/early warning sign should be briefly described in the behaviour support plan.

Active calming;

The rule of thumb is **to do the least to achieve the most**. Staff behaviours should be simple, predictable and reassuring,

It is vital to maintain control of your own communication style and physical presence





There are a range of non-verbal and verbal calming strategies that may be effective with learners, depending on their individual needs.

Non-verbal calming	Verbal calming
Planned ignoring as long as it is safe to do so	Distraction eg towards favoured activity
Eye contact - avoiding or maintaining	Reassurance, voice calm, repetitive, even and relatively low volume
Facial expressions	
Body posture	Understanding
Close proximity / touch support	Reduce language, repeat one word/short phrase
Space / Change of environment	Humour
Distracters	One to one
Individual activity	Positive redirection
Re-direction including 'go'	Modelling what you want them to do
Comforters / Tangibles respond to reasonable need	Clear positive instructions. May need to be repeated, give time to respond, usually only effective at lower levels of build up

Reactive Stage

Action: When a behaviour manifests itself, it is important for staff to be aware of their reaction to the situation and as a general rule should avoid;

- planting suggestions of inappropriate behaviour
- threatening consequences of an inappropriate behaviour
- presenting requests in the form of a question- using assertive language
- having more than one staff member giving directions to an individual simultaneously
- the 'audience syndrome'
- restarting the confrontation by immediately demanding emotionally difficult decisions e.g. saying sorry

- rehashing the incident in front of the individual
- shouting
- using ‘stop’, ‘no’, ‘don’t’ if possible
- speaking to learner unless asked to by member of staff dealing with the behaviour

The agreed strategy at this stage may include some form of physical intervention. It is useful to describe this at 3 levels:

Physical contact;

- this is proper physical contact for example in the care of pupils with learning difficulties, in games / PE and to comfort

Physical intervention;

- may be used to direct a pupil away from a destructive / disruptive action e.g. guiding / leading a pupil by the hand / arm / shoulder

Physical control / restraint;

- physical restraint is the last resort and has to be absolutely necessary
- it must involve the least amount of force for the least amount of time
- the aim is to support recovery and enable the learner to be calm
- in a crisis the best protection advice is for staff to do everything possible not to intervene
- it should be rarely necessary, whilst recognising that some learners’ behaviour is such that it is necessitated, no matter how good one’s behaviour management, and when that is the case, it must be done well
- reference must be made to policy on the use of reasonable force to control or restrain pupils if this is to form part of a learner’s behaviour support plan.

It is important to follow the reactive interventions detailed in an individual learner’s behaviour support plan. This not only ensures consistency of approach for the learner but also ensures that we are working within the law.

This requires us to:

- act in the best interests of the child
- have a duty of care
- assess the risk
- exercise professional judgement based on current best practice

Post Incident:

This is where the incident is over and the person is starting to recover and beginning to relax and calm again. It is important that we are careful at this stage as there is a risk of behaviour escalating again very quickly. It is important to:

- Make no demands
- Help the person to recover
- Move to a different environment if possible.

Following incidents there should be specific behavioural actions that should be implemented for each person, for example:

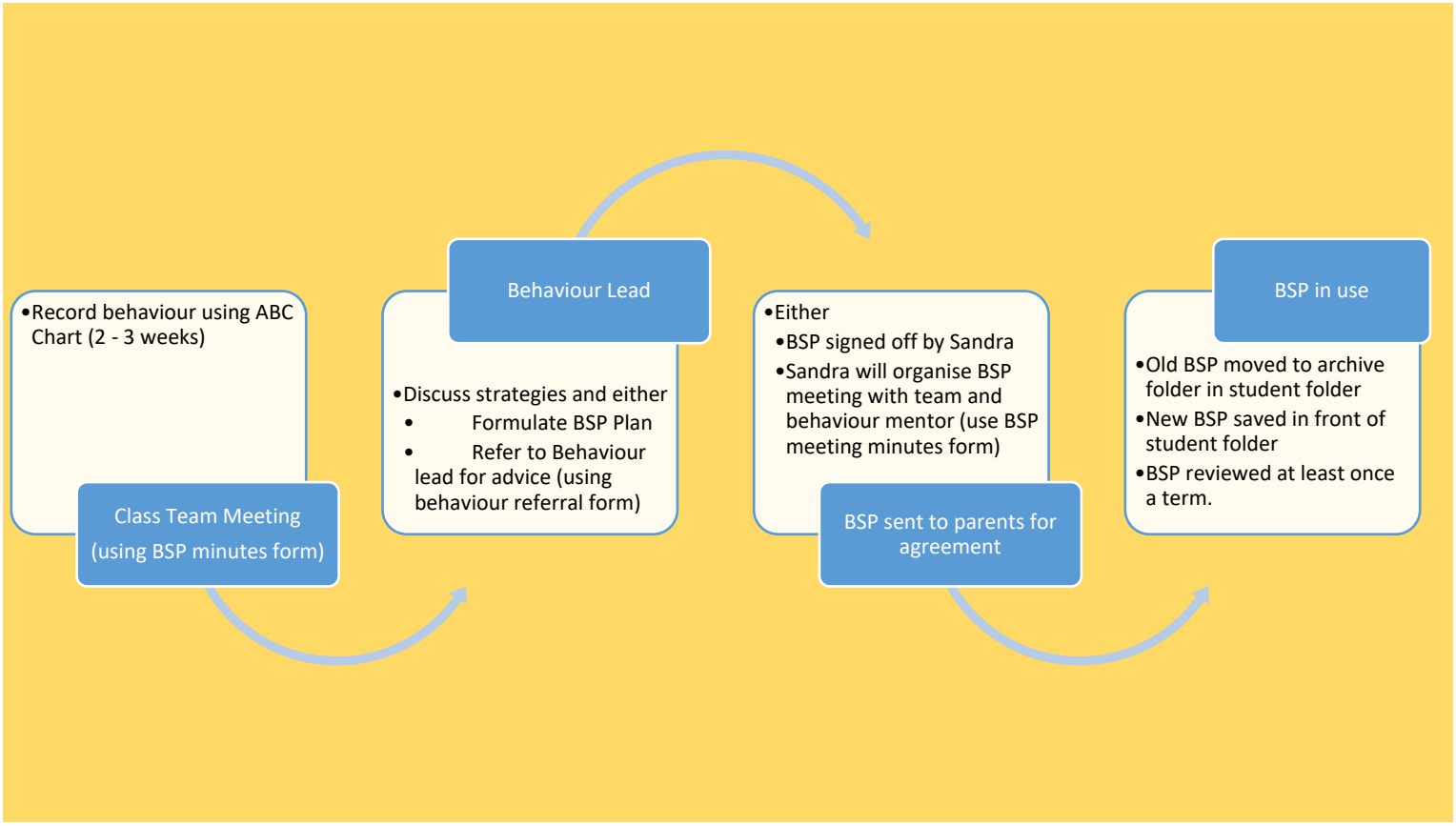
- Giving the person more space
- Engaging them in an activity
- Procedures for ensuring their physical and emotional safety.

PROCEDURES FOR THE DEVELOPMENT OF INDIVIDUAL BEHAVIOUR SUPPORT PLANS:

Individual behaviour support plans are at the centre of our proactive approach to learners'

behaviours and ensures that not only are the needs of the learners and adults being met but also that we are working within the law.

BEHAVIOUR SUPPORT FLOW CHART



ABC CHART

Day, Date, Time	Antecedents	Behaviour	Consequence	Notes

Behaviour Referral Form

Date of referral:	
Name of referrer:	
Pupil referred:	

Brief description of challenging behaviour		
How often does the challenging behaviour occur?	**Daily (how many times)**	
	Weekly (how many times)	
	Monthly (how many times)	
	Other: Please describe	
What is the severity of the behaviour when it occurs? (please tick the text in the box that best describes the typical severity)		

Mild	Moderate	Severe

Does the pupil have a BSP in place?

Yes	No

BEHAVIOUR SUPPORT MEETING MINUTES

Discussion Points
Strengths / Positive Behaviours
Key Behaviour to be addressed
Functional Analysis: What is the purpose of the behaviour? (ABC Chart) **Social attention / Gaining Attention / Physical and Sensory / Escape and Avoidance**
Pro Active Strategy Options
Active Strategies Options
Reactive Strategies Options
Post Incident Strategy Options (where applicable)

BEHAVIOUR SUPPORT PLAN TEMPLATE

Green (pro active)	**How best to support me …**
Amber (active)	**How best to support me …**
Red (reactive)	**How best to support me …**
Blue (post incident)	**How best to support me …**
Purple (community visits)	**How best to support me …**

References:

- Pro-active approaches to challenging behaviour - Sally Slater (course materials)
- Challenging Behaviour-Principles and Practices - Dave Hewett
- A Code of Conduct for employees whose work brings them into contact with Young People – Blackpool Council
- Policy on the use of reasonable force to control or restrain pupils – Blackpool Council