



## **Behaviour Policy**

### **See also**

Anti-bullying policy

Child Protection Policy

Safeguarding Children at the Vanguard School Policy

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## Introduction

The Vanguard School provides a calm and structured learning environment in which there are clear expectations to promote positive behaviour and enhance learning. There is an emphasis on rewards, celebration, and achievement, with every individual

respected and valued for their talents, contributions, and efforts. The Vanguard is committed to person-centred values and practices which empower students to make choices about their life and support arrangements, and which promote the best possible quality of life outcomes.

The Vanguard School recognises that autistic individuals and individuals with communication difficulties, sensory or mental health difficulties stand increase risk of engaging in behaviours that challenge (NICE guidelines, 2015).

The following policy outlines the approach taken at the Vanguard School to both promote positive behaviour and understand and address any incidents of challenging behaviour that may occur.

### Definitions:

#### *Adaptive behaviour:*

“The collection of conceptual, social, and practical skills learned by people to enable them to function in their everyday lives.” *The Oxford Handbook of Positive Psychology and Disability (2013)*

#### *Challenging behaviour*

“Behaviour of such intensity, frequency or duration that the physical safety of the person concerned or other people is at serious risk, or the behaviour results in the person only having limited or no access to ordinary community facilities.” *Emerson (2001)*

Behaviours that may challenge include those with the potential to cause harm either to self or others. However, behaviours that challenge may also relate to disengagement, demand avoidance, withdrawal from interaction and inappropriate comments.

Behaviours that challenge can often be perceived as a ‘problem’ to be treated or stopped. However, **at the Vanguard School, behaviours that challenge are seen as serving a functioning – highlighting a need to be met though the development of supports and the teaching of new skills.**

## Positive Behaviour Support

PBS is a person-centred framework for supporting people with a learning disability, and/or autism, including those with social and mental health conditions, who have, or may be at risk of developing behaviours that challenge. It is a blend of person-centred values and behavioural science and uses evidence to inform decision- making. PBS approaches are based on a set of overarching values. These values include the commitment to providing support that promotes inclusion, choice, participation, and equality of opportunity.

The aim of PBS is to improve the focal persons **quality of life** and that of the people around them. PBS provides the *right* support for a person and their family to help people lead a meaningful life and learn new skills without unnecessary restrictions. It is not simply about *getting rid* of behaviour deemed to be *problematic*.

The School is currently trialling the EmBeDEd Opportunities and Skills framework, a new PBS planning tool which supports goal setting and progress tracking in relation to pupils’ emotional and behavioural development.

## Creating the *right* context for emotional and behavioural development – focusing on proactive support.

PBS promotes the establishment of **capable environments** to support the development of adaptive skills and reduce the risk of student experiencing distress.

The Review of Supports Parts A (Day in the Life Review) document outlines the type and nature of supports utilised across the School, and provides a platform to both fidelity check practice and further refine the School's approach. Establishing environments conducive to skills development might be thought of in terms of "universal" (or "tier 1") support - i.e., the broad range of supports and practices which inform the experience of all students. There is a school-wide focus on utilising supports known to assist learners to stay regulated (e.g., low arousal classroom environments, augmentative communication, minimal noise, structured teaching, visual supports, predictable routines meaningful tasks with appropriate level of challenge). The team are also aware of (and closely monitor) factors that can cause a young person to become dysregulated and could act as a trigger for behaviour that challenges.

The Review of Supports Part B (Broader Support Context) document describes the wider systems, practices and processes established within the school to support the emotional and behaviour development of students.

### School values

As part of the Vanguard's proactive, system-wide PBS approach, school values are defined and behaviourally operationalised across the school site. These values have been defined in collaboration with pupils and School staff. The School values are as follows:



Target behaviours relating to the School values are taught and reinforced. Systems are in place (for example, reward monitoring, the EmBeDEd Opportunities and Skills Review, etc.) to support the School team in proactively identify skills deficits for specific students so that targeted supports can be provided, reducing the risk of challenging behaviour being encountered. Skills training is delivered through both individual key

worker sessions (using, for example, demonstration, role-play, live feedback, etc) and within group / whole-class sessions.

Teaching new, adaptive skills minimises the risk of behaviours that challenge. The curriculum learners' access, therefore, covers the core/basic skills needed to prevent behaviours that challenge.

### Reinforcement of positive behaviour

Staff employ a range of methods to reinforce positive behaviour, including:

(a) Anchored Verbal Praise

The positive behaviour is named (i.e. *anchored*) within the praise statement to support the pupil to make a link between their actions and the school values. Anchored praise is provided frequently both within the classroom and around the school environment.

(b) Rewards ("Vang Points" – whole school behaviour points system)

Pupils are awarded Vanguard points for their efforts towards (academic achievement, positive behavior, attendance, etc.) Points are collected/saved by pupils enabling them to use their 'Vang Points' (school currency) to purchase learning-related rewards (pencil cases, stationery, etc) very Friday afternoon. The Vanguard Bank is use as a savings system to promote financial education.

(c) Group based contingencies

Class groups have the opportunity to work towards a shared reward (usually a group experience) for collectively demonstrating target behaviours or achieving a set goal.

(d) Marking Policy

The way teachers mark as part of formative and summative assessment within Assessment for Learning (AFL) is used to build on success and provide feedback.

(e) Celebration of success / individual targets

Teachers and key workers meet regularly with pupils to set and review personal targets. During these meeting, the young person's efforts are praised and celebrated. In addition, children are rewarded with a Commendation Note/Postcard when specific conduct warrants a positive mention to parents or carers. These are sent electronically to parents where possible in order to alert them to the child's achievement.

(f) Principal Award

The next level of sharing is to the Principal and to the whole School during Assembly. Pupils have the choice to come forward, or have their praiseworthy activity described by an adult, or if appropriate to avoid public mention with additional praise 1:1.

Discussion with pupils take place in order to ensure they are aware their efforts have been recognised. Some Autistic pupils find it difficult to accept praise or feedback and this needs to be managed sensitively. Specific arrangements for providing praise are detailed in the pupil's Supporting *Me to Succeed* plans.

### Individual support plans – "Supporting Me to Succeed"

Each young person has an individual support plan. **Wherever possible, the young person is empowered to be the author of, or active voice within, their own plan.** Individual support plans (referred to at the Vanguard School as "Supporting Me

to Succeed”) contain two main sections – the first section concerns the individualised proactive supports necessary to promote the young person’s successful engagement within the school setting (activities, social interaction, personal care, self-determination, etc) and in achieving their personal targets. The second section details specific situations / circumstances in which the individual may experience difficulty, become distressed, overwhelmed, and/or engage in behaviours that challenge. This section details precisely the supports/actions to be used in the positive management of these situations.

### Key Worker Role

Each student has an assigned key worker who is the main point of contact for parents/carers and who works closely with the student in school. As part of regular meetings with their key worker, students are supported to reflect upon progress in relation to key quality of life areas, define and review targets, contribute to the development of their Supporting Me to Succeed document, and problem solve any challenges that arise.

### EmBeDEd Opportunities and Skills Review

The EmBeDEd Opportunities and Skills Review (Murphy & Gore, 2020) has been developed to promote the emotional and behavioural wellbeing of children with IDD and/or autism in school settings. By focusing on collaborative goal setting, the review tool aims to support students in the development of key skills and experiences associated with wellbeing and QoL and reduce the risk of challenging behaviour and emotional difficulties. The review tool is currently being trialled at the Vanguard School and is reviewed for year student on a yearly basis.

## Responding to incidents of challenging behaviour

### Recording and reporting Incidences of Challenging behaviour

For any incident involving the use of restrictive practice, a behavioural incident / CPOMS record must be completed as soon as possible, formally reported to outside agencies (CQC, Ofsted, Care Inspectorate, CIW, RQIA) within 24 hours in writing in accordance with the protocol in the school or adult service. Information to be recorded is listed in Related Document SO-0039-001-0617. 2. Use of environmental change to restrict movement, use of medication/PRN to manage challenging behaviour or reduce risk of harm and use of mechanical restraint all require recording on a restrictive practice form – See Related Document SO-0039-003-0617 and SO-0039-04-0617. 3. The above is to be written onto a Restrictive Physical Intervention (RPI) form / CPOMS record that is kept by the service, and will be monitored and signed off by the senior leadership team. 4. An accident record should be completed if there is any injury.

The Principal will monitor this process and ensure relevant action is taken.

The NAS Education Directorate and the NAS Incident Management Group quality assure this process.

### Functionally informed support planning

Within the PBS framework, behaviour that challenge are seen as happening for a reason and may represent the person’s only (or most effective) way of communicating

an unmet need. PBS helps us understand the function of challenging behaviour so we can better meet people's needs and enhance their quality of life. At Vanguard, *Behaviour of Concern* reviews are utilised to provide a highly focused platform for generating functionally informed, multi-element support/action plans. Support plans in relation to incidents of challenging behaviour are co-produced and followed by everyone involved in supporting the young person. Plans are developed in partnership with the young person and their family. At Vanguard, we believe that plans are most effective when individuals are supported by people who have a good relationship and rapport with them and who understand and endorse the principles of PBS.

Behaviour of concern action plans promote proactive and preventative strategies and place particular emphasis on the teaching of new skills. Supports defined through *Behaviour of Concern* reviews are integrated within the young person's *Supporting Me to Succeed* document. If strategies include the use of restrictive interventions, then these will be the least restrictive, a last resort and there will be a plan drawn up about how to reduce reliance on restrictive practices.

Follow up meetings for Behaviour of Concern reviews are utilised to track progress and refine supports.

### Planning together

The *Planning Together* tool enables staff to structure a supportive discussion with a young person following an incident of challenge. Through this discussion, the young person actively contributes to the development / refinement of their support plan.

### Supports to address incidents of challenging behaviour

Where incidents of concern / challenging behaviours occur, support strategies and interventions are developed in relation to individual need. The School is **committed to the use of non-aversive approaches to support**.

Strategies / supports are designed to both reduce the risk of further challenging incidents occurring and to promote the development of the young person's skills to meet their needs more appropriately and positively manage difficult situations.

Examples of supports include *check-in/check-out* (the young person meeting with a member of staff at the start and the end of each day to review progress towards positively started goals), antecedent management, targeted skills training sessions, peer/peer mediation sessions, etc.

In terms of in situ responses to challenging behaviour the team will follow guidance outlined in each student's *Supporting Me to Succeed* document. Emphasis is placed upon developing effective proactive strategies and using positive de-escalation techniques (such as a distraction) when required.

### Physical Interventions

There may be rare occasions where it is necessary to use a restrictive physical intervention (RPI). RPI is defined as physical force that is used to prevent or restrict movement (as opposed to a physical prompt that support or guides movement).

- Staff have a duty of care to keep people safe and must act in the best interests of all the students they are supporting. The school has a duty to ensure the safety of everyone within it.
- Restrictive physical interventions (RPI) will only be used to support challenging behaviour where there is clear and imminent danger and there is no alternative (the TINA principle).
- Non-consensual touch may be considered assault when not used in the context of an RPI.
- The use of RPI must be reasonable and proportionate to the behaviour and potential harm the behaviour might cause. The use of RPI must be for the least time necessary and apply the minimum necessary force.
- The rights and dignity of students must always be considered.
- Where it has been agreed that RPI is necessary reactive strategy this will be included on the Students Supporting Me To Succeed.
- Please see NAS RPI policy for further details.

Where a pupil's behaviour escalates with a likely potential to inflict harm to self or others the following plans are in place:

- Senior staff are on call to assist staff/pupils requiring immediate additional staff support; where appropriate staff may be provided with discrete alarms / mobile phones and walkie talkie radios to alert others for assistance.
- All staff have training of Studio 3 to physically intervene appropriately if absolutely necessary; physical intervention will always be used as a 'last resort' where other non-contact measures have not been successful and there is threat of immediate harm.
- A Restrictive Physical Intervention Report form (appendix 7) will be used to report, record, debrief and monitor incidents where there has been challenging behaviour causing harm or potential harm to others (e.g. physically, emotional, psychological etc.) that resulted in restrictive physical intervention (RPI).
- Following an RPI it is likely that new strategies will need to be designed and put in place to reduce the likelihood of repeated situations.
- Reports must be logged onto CPOMS as soon as possible, this will normally be by the end of the school day.
- Incidents should be routinely scrutinised by the Principal/Senior Leadership team and data and trends analysed and acted upon.
- The Principal reviews and reports on incident data, metadata and intervention strategies on a termly basis; the Local Governing Body monitors, supports and challenges (where necessary) based on information received from the Principal at meetings.
- The NAS Education Directorate quality assure this process.
- Parents or carers will receive, check and sign two copies of the Behaviour Policy and local procedures; one copy must be returned to school prior to the pupils start date. (appendix 8)



### Restrictive practice reduction plans

Restraint reduction plans are developed for any students whose Supporting Me to Succeed document details a planned physical intervention. The School is committed to used the least restrictive practices and is signed up to the Restrictive Practice Reduction Network.

### Staff Support

- Teams should 'de-brief' at the end of the day – talking through what has gone well and why and reflecting upon more challenging situations and how they could be managed the next time they occur.
- A member of the leadership team will be available at the end of each day to provide emotional/practical support for individuals or teams who have experienced a particularly challenging situation during the course of the day.
- Regular supervision will be available to all staff. Where situations are particularly challenging, the school will arrange for external professional support to offer supervision as appropriate.
- One of the most important and effective support structures is that which colleagues provide to each other. This may be about reflecting upon a situation or being a sympathetic ear at the end of a difficult day.
- When a member of staff has been involved in an incident that has resulted in them being physically hurt or subjected to trauma that person should be released from the classroom for an appropriate period of time.
- A member of staff will be on call in order to respond to such situations, e.g. to cover for the person who has had to leave the classroom and/or provide direct support for that person.
- Staff must also support each other whenever difficult incidents occur. It is important that if a colleague encounters another who is managing a difficult situation s/he should be non-judgemental and should unobtrusively let it be known that they are there to support if required. All staff should bear in mind that an audience to a challenging situation is not usually helpful and involving oneself, uninvited, may lead to increasing the sensory stimulation, tension levels and therefore the anxiety of the pupil.
- As a rule, it must always be respected that the person primarily involved in an incident is the lead. No member of staff should attempt to assume leadership of a situation, unless asked to do so, regardless of that person's seniority within the school.
- Members of staff acting as lead should request help from anyone and any member of staff can take over a situation if asked. It is the responsibility of staff members to recognise when to hand over a situation to a colleague. Being able to do this should be seen a strength and never a failure.
- Where staff sustain any injury or harm, medical attention will be sought as and when appropriate.

## Responsibilities

### Trustees

- Ratification and review of the policy on the management of behaviour in services.
- Reviewing termly reports which include information on Incidents of Challenging behaviour and use of Restrictive Physical Intervention.

### Governors

- Monitoring of implementation of this policy;
- Ensuring the allocation of resources ,including clinical, to address the needs of children/young people, adults and staff with regard to the implications of more serious or prolonged behavioural challenges.

### Principal

- Ensuring and supporting in the implementation of this policy in their service.
- Ensuring that a comprehensive recording and reporting process relating to behaviour support is in place and is regularly reviewed.
- Ensuring that the behavioural support systems in place in the service are used competently through regular monitoring and training of staff.
- Review policy with Executive Principal.
- Ensuring that support teams develop risk assessments and PBS plans (*Supporting Me to Succeed*) which detail behavioural support strategies.
- Ensuring plans are shared with the individual, using the method of communication most appropriate to them, parents/advocates, purchasers and other interested agencies, recognising the importance of consent in terms of the fundamental issues of respect and dignity and mental capacity.
- Ensuring that *Supporting Me to Succeed* documents are regularly reviewed and updated in the light of people's development and progress.
- Ensuring that staff have access to advice and support from specialists in behaviour support where necessary. This can be from within services, such as psychology staff and behaviour coordinators, and/or through using external consultants.
- Ensuring that parents and carers are kept regularly consulted on their dependent's response to his or her behaviour support plan and that any significant events are communicated promptly. Parents and carers should be made aware of serious behavioural matters without delay.
- Ensuring that training in the management of the behaviour of people we support is provided for staff. Where specific training needs to help particular staff support people's behaviour have been identified, ensuring that those staff have access to the advice, training and development opportunities appropriate to their needs.
- Ensure staff have access to supportive debriefs.
- Reporting to the governors and trustees.
- Quality assuring all systems and analysis

## Staff

- To treat all people who use our services fairly, with respect and understanding while having regard for their rights and responsibilities.
- To work always in the best interests of the person, having high expectations of people's behaviour and to strive to ensure that all people work to the best of their ability.
- To assist the people, we support to manage and improve their behaviour as part of everyday activities. Helping people to manage their behaviour is just as much a team effort as managing all other aspects of their life.
- To thoroughly familiarise themselves with the current behaviour and person-centred support plans for the people they support and consistently apply the strategies described.
- To satisfy themselves that they are clear on what they may and may not do in terms of behaviour support, and to seek clarification as necessary;
- To record and report behavioural incidents as required by the
- To contribute to the development of *Supporting Me to Succeed* documents.
- To report any changes, they notice in the individual's response to their *Supporting Me to Succeed* document to the team supporting them.
- To use staff review, Support and Supervision, sessions to confirm their understanding of this policy and to seek further explanation or personal development as necessary
- To take part in training in managing challenging behaviour
- To support other staff in the team and demonstrate confidence in each other's skills and abilities to support people.
- To provide appropriate models of behaviour for people they support at all times.
- Personal likes and dislikes and values to with regard culture, age, sex, religion, must not influence staff's approaches.
- To seek help with managing behaviour when necessary; it is not a sign of failure to do this.
- To wear clothing to help protect them when working with individuals in crisis as specified on individual Risk Assessments. This will be decided on a case by case basis, having regard to the dignity of the individual and the safety of the staff. Protective clothing shall be as neutral and non-stigmatizing as possible e.g. caps for tying hair back, discreet arm guards and shin guards etc, as and when appropriate to the activity being conducted.
- To make judgments in the light of this policy and to act within the service's procedures on managing behaviours of concern. However, as no policy or procedure can cover every eventuality, staff are expected to use their professional judgment and experience when supporting individuals. Staff will be supported when action in good faith follows from such judgments.
- Deciding on the best course of action to keep the people they are supporting, and staff, including themselves, safe.
- Staff are expected to implement the approaches and strategies they have been taught in training when supporting an individual who is displaying challenging behaviour.

## Searching and Confiscation

The DFE guidance 'Searching , Screening and Confiscation July 2018 states :

"School staff can search a pupil for any item if the pupil agrees.

Principals and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item". Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).
- Principals, and a member of staff who has been authorised by the Principal to do so, can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. Searches will only be conducted with more than one staff member present.

The Principal has the ability to seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline and safety. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the school. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

The Principal, or a member of the staff authorised by the Principal to do so, can seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this, for maintaining safety.

Where appropriate the items seized may be handed over to the police.

Following searching and confiscation of items the school will speak to the parents concerned. Any items confiscated, destroyed or deleted will be recorded by the school.

No staff member other than the Principal will be required to carry these actions out should they not wish to do so.

## Behaviour offsite

For pupils who engage in behaviour that challenges during work experience, school trips, or extended school activities such as sports events all the same procedures apply. It is the view of the school that Challenging Behaviour should not be sole reason a pupil does not access learning offsite. However, it is expected that in order for a comprehensive risk assessment to be completed and appropriate strategies identified to prevent reoccurrence, there may be an interruption in the regular programme to give time for this work. Where this occurs, this must be explained to the pupil and their parents.

## Mobile Phones

To encourage a calm working environment and to maintain students' safety, students are required to hand in their mobile phone at reception each morning. The phone will be secured in a personal container which each student can place their own phone inside with the help of a staff member. They may collect this at the end of the school day. Parents / carers can contact the school at any time via phone / email to reception should they need to contact their child. Only in very special or exceptional circumstances, other arrangements will be made.

## Review

This policy will be monitored by the Principal. It will be reviewed annually.

This policy will be reviewed annually by the Local Governing Body.

## References

Department for Education( July 2018) **Searching , Screening and Confiscation**

Awaiting ratification by the Local Governing Body.

Next review: September 2022