



## **BEHAVIOUR POLICY**

## Aims and Expectations

Kingsbury Academy aims to ensure that:

- Everyone feels physically and emotionally safe and happy at school
- Everyone feels valued and respected and honesty and fairness are promoted
- Good behaviour is encouraged and celebrated
- Everyone can develop to their full potential

This Policy outlines Kingsbury Academy's philosophy and approach to promote self-control through the reinforcement of positive behaviour rather than simply responding to negative behaviour. This approach to pupils who display behaviour that challenges, using principles of Positive Behaviour Support aims to ensure there is long term behaviour change. We use every opportunity to teach, model and promote positive behaviour.

## Roles and Responsibilities

**Board of Trustees** - ensure that there is a Behaviour Policy in place and review its implementation annually.

**Head Teacher/Senior Leadership Team** - oversee the implementation of the Behaviour Policy and evaluate its effectiveness. Report to the Trustees on the implementation of the policy including the analysis of incidents of behaviour to determine the effectiveness of the policy.

**Teachers** - ensure that the Behaviour Policy is implemented in their classes. Ensure Behaviour Support Plans (BSPs) are in place for learners where appropriate and that they are regularly monitored and evaluated. Ensure strategies are implemented consistently.

**All Staff** – Act as positive role models for learners. Implement the Positive Behaviour Support strategies and interventions in a consistent manner and review strategies as appropriate.

## Behaviours that challenge in learners with intellectual disabilities

Up to 30% of people with developmental disabilities will present with behavioural challenges; for a smaller number (approximately 10-15%), these challenges will be severe in nature. Emerson (2001) defines behaviour that challenges as:

*'culturally abnormal behaviour of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to and use of ordinary community facilities'*

## Values base

John O'Brien's Five Essential Service accomplishments have been widely accepted as providing a clear statement of the outcomes that services should aim to deliver for the people they support. These accomplishments apply equally to people with developmental disabilities who present with behavioural challenges (Blunden & Allen, 1987).

The accomplishments are:

**Community Presence:** The right to take part in community life and to live and spend leisure time with other members of the community.

**Relationships:** The right to experience valued relationships with peers and other adults.

**Choice:** The right to make choices, both large and small, in one's life.

**Competence:** The right to learn new skill and participate in meaningful activities with whatever assistance is required.

**Respect:** The right to be valued and not treated as a second-class citizen. (Brown & Benson, 1992)

At Kingsbury Academy these principles provide the basis of reasoning for all our actions relating to the management of pupil behaviour. We endeavour to create an environment where all pupils can be effectively supported towards to academic, social, emotional attainment by adults equipped in developing positive working relationships with our pupils.

We believe that behaviour is a form of meaningful communication and therefore every effort should be made to understand and respond appropriately to this communication. Staff are encouraged and supported to better understand what learners are trying to communicate by the behaviours they display.

The function of behaviour can mostly be attributed to:

- Access to tangibles or activities
- Social attention
- Escape or avoidance
- Sensory stimulation

Pain or discomfort

It is important that strategies address the function of the behaviour. All strategies need to be appropriate to the needs and understanding of each pupil.

Punitive measures such as shouting at pupils or using sanctions are not part of our Academy ethos. These are often not understood by our pupils and therefore do not reduce the likelihood of the behaviour happening again.

### **Positive Behaviour Support**

There is a growing evidence base showing that Positive Behaviour Support (PBS) is effective in supporting pupils with behaviours that challenge.

The characteristics of PBS are that it:

- Is based on an understanding of why, when and how behaviours happen and what purposes they serve (via the process of functional analysis)
- Focuses on altering triggers for behaviour (in order to reduce the likelihood of the behaviour occurring)
- Uses skill teaching as a central intervention (as a lack of critical skills is often a key contributing factor in the development of behavioural challenges)
- Uses changes in quality of life as both an intervention and outcome measure
- Achieves reductions in behaviour as a side-effect of the above
- Has a long-term focus (in that challenging behaviours are often of a long-term nature and successful interventions therefore need to be maintained over prolonged periods)
- Has a multi-component focus (reflecting that the fact that challenging behaviours are often multiply determined and that users typically display multiple forms)
- Eliminates the use of punishment approaches
- Includes both proactive strategies for changing behaviour and reactive strategies for managing behaviour when it occurs (because even the most effective change strategies may not completely eliminate risk behaviours from behavioural repertoires)

### **School Wide Positive Behaviour Support**

It is important to acknowledge and reinforce positive behaviour in order to have a proactive approach to behaviour. Kingsbury Academy is implementing School Wide Positive Behaviour Support (SWPBS) as a framework to develop strategies. SWPBS is a process for teaching children appropriate behaviour and providing the supports necessary to sustain that behaviour. Kingsbury Academy has identified behavioural expectations which will be taught explicitly in natural contexts. The expectations are:

- To be Safe
- To be Respectful
- To be Ready to Learn

These will be broken down into behavioural expectations that the pupils understand. They will then be recognised and rewarded on a regular basis. We believe that it is vital to use all opportunities to teach and reward positive behaviour. This needs to be taught in a way that is relevant to individuals and the rewards need to be significant to the individual. Communication of these expectations and the praise or reward need to be understood by the individual pupils and it is important to consider how to support their understanding. Throughout the curriculum positive behaviour is reinforced and rewarded. Expectations are taught explicitly during PSHE lessons. It is important to break tasks down into achievable steps and ensure pupils understand expectations to develop self-esteem and confidence. We aim to reinforce positive behaviours rather than using a punishment-based system and responding to negative behaviours.

### **Positive Behaviour Management Model**

**Primary Prevention** involves changing aspects of a pupil's environment to reduce the probability of challenging behaviours occurring. Primary prevention strategies include:

- Changing features of pupil's physical environment
- Addressing internal setting events (mental & physical health)
- Eliminating or modifying specific triggers for behaviour
- Increasing rates of access to preferred reinforcers
- Modifying demands to meet the needs of the individual
- Teaching new skills

**Secondary Prevention** involves identifying the early signs that a pupil may be becoming distressed and then implementing appropriate supportive actions to restore calm and prevent behaviours from escalating. Secondary prevention strategies include

- Removing or changing the stimulus that may be causing the behaviour
- Prompting to use coping skills
- Diversion to reinforcing/compelling activities
- Strategic capitulation (i.e. giving them what they want in order to stop the behaviour)

**Reactive Strategies** are procedures that may be required should it not prove possible to prevent or avoid challenging behaviours that pose risks to the persons or others. They may involve physical interventions such as breakaway, removal or restraint procedures. Their only objective is to ensure the safety of those concerned in the most ethical, least restrictive manner and in accordance with Kingsbury Academy safeguarding ethos. Kingsbury Academy currently utilises Team Teach strategies for use in physical intervention.

Every pupil that presents with behaviour that challenges should have an up-to-date positive behaviour support plan that contains the above elements. This plan should be amended/reviewed as necessary each time there is an incident of challenging behaviour or half termly as a minimum.

### **Behaviour Support planning, Monitoring, Evaluation and Review**

Learners, as appropriate, will have a Behaviour Support Plan which will be written identifying behaviours which need support, possible triggers and agreed strategies to support the learner's behaviour. Plans will be written in consultation with relevant people involved with the learner. Communication Profiles should also be consulted when writing the BSP. There is a process for learners who require a BSP depending on need. If a learner requires support to implement change for a behaviour that is affecting their learning and development or displays behaviour that is deemed a serious incident then a behaviour support plan would be implemented.

- **Universal Plus Behaviour Support Plan:** An initial observation period to look at the Antecedent, Behaviour and Consequence of the learner's behaviours. The class team completes this using Behaviour Watch. This is then analysed by class staff (with support from behaviour support/SLT as necessary) to determine when and why behaviours are occurring. Strategy is devised to modify the environment and/or teach functional communication and Behaviour Support Plan is devised. Review period is determined, and effectiveness is monitored.
- **Targeted Behaviour Support Plan:** If the reason for a behaviour is unclear a Functional Behaviour Assessment is needed. This is completed in consultation with the Behaviour Support specialists.
- **Specialist Behaviour Support Plan:** A more detailed Functional Behaviour Assessment may be needed for some learners with direct input from the Behaviour Support Team.
- **Risk Assessment:** A Risk Assessment should be completed for any learner with a BSP as their behaviour could be a risk to either themselves or others.

- **Review of Behaviour Support Plan:** Plans are to be monitored and reviewed on a half termly basis or when necessary for example after an incident of behaviour that challenges. This must be reviewed following any incident where physical intervention is needed. The evaluation section of the BSP is then completed.

## **Staff Training**

Training is critical in the provision of effective support. At Kingsbury Academy staff are trained using Team Teach training. It focusses on a gradient of support and this is reinforced throughout the training. Physical intervention skills are taught to staff identified as needing this to support learners with their BSP. Staff who are not trained should call for assistance if needed to support a learner.

## **Monitoring Learner Progress**

Kingsbury Academy uses Behaviour Watch as a system for recording and monitoring behaviour. This can be used to analyse behaviour and monitor effectiveness in terms of:

- Achieving reductions in the frequency, duration and intensity of behaviours that challenge
- Achieving reductions in the frequency and duration of and restrictive practices

Progress is also monitored through the following:

- Observational Antecedent/Behaviour/Consequence forms, Partial Interval Records.
- Progress data (skills development)
- Learning walk and observation process (behaviour is a component of the 'Super-Six' Teaching & Learning Framework)

## **Specific Issues Concerning the use of Reactive Procedures**

The use of reactive strategies may be necessary when all other primary and secondary preventative measures have been unsuccessful in order to ensure safety for the learner, staff, other learners or the public. Good practice dictates that any reactive strategy should be tailored to meet the needs of the individual learner and used as a gradient of support as a last resort. The agreed use of any reactive strategy should be clearly identified and recorded in the learners Behaviour Support Plan. This will be completed in collaboration with staff involved in supporting the learner and other professionals as appropriate. If physical intervention is needed in a crisis then the BSP must be reviewed and

this must be written into the plan. The BSP should be reviewed after any physical intervention with a plan to reduce the need for this.

Reactive strategies must:

- Not be used in isolation but always be used in conjunction with positive behavioural procedures
- Follow a gradient of support, with the least intrusive procedure always being the first option
- They must only be used as a last resort when all other strategies have proved unsuccessful
- They must only be used for the minimum amount of time necessary to deal with the immediate situation
- Not be used as punishments or rewards
- Be tailored to meet individual need and prescribed on an individual basis only
- Use the minimal amount of force necessary in any given situation
- Be proportionate to the immediate situation
- Focus on giving control back to the service user as quickly as possible
- Avoid the use of pain compliance
- Not employ potentially dangerous positions that may compromise the health and wellbeing of the service user
- Avoid vulnerable parts of the body (neck, chest, groin). Avoid hyper extension and/or hyper flexion of the joint
- Not impede the process of breathing
- Be capable of being performed by all key staff
- Be regularly reviewed
- Take into consideration all possible contra-indications and/or complications
- Be routinely assessed following their use for any signs of injury or psychological distress to the learner
- Be recorded within 24 hours on SLEUTH following their use
- If you have any cause for concern following restrictive practice with one of our learners, please contact a DSL.

Keeping Children Safe in Education (September 2018) references the use of “reasonable force” in schools and colleges. Guidance states there are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term “reasonable force” covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. “Reasonable” in these circumstances means “using no more force than is

needed". The use of force may also involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact.

### **Post Incident Support**

Both receiving and applying restrictive interventions can be stressful. Kingsbury Academy has in place a procedure to show how emotional support is provided to staff involved in incidents where restrictive strategies have proved necessary.

### **Exclusion**

Kingsbury Academy does not want to exclude any learner from School but sometimes this may be necessary if the behaviour of the learner is considered a threat to other people. The Head Teacher may exclude a learner for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a learner permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion if the situation warrants this. Kingsbury Academy would follow Government Guidance should this happen (Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion, updated February 2015).

### **Legal and Policy Frameworks**

It is important that all organisations supporting challenging individuals demonstrate that their practice meets both legal and best practice standards. While there is no specific legislation that addresses the provision of care to people with intellectual disabilities and challenging behaviour, all of the following may be relevant at some time when supporting challenging individuals: The Deprivation of Liberty Safeguards (2008), the Mental Capacity Act (2005), the Human Rights Act (1998), the Children Act (1989) and the Mental Health Act (1983, 2007). In addition, the Health & Safety at Work Legislation (1974, 1999), with its statutory requirements for employers to manage risks in the workplace, has major relevance to the planning and delivering of training in reactive strategies. Lyon & Primor (2004) remains the definitive UK guidance on legal issues relating to the use of physical interventions. The Academy also has legal duties under the Equality Act 2010, in respect of safeguarding and in respect of learners with special educational needs (SEN).

Guidance for good practice is available in Royal College of Psychiatrists, British Psychological Society, and Royal College of Speech & Language Therapists, 2007, Harris et al, 2008; Bild, 2014; Department of Health, 2014, 2015; Skills for Care & Skills for Health, 2014; NICE, 2015.

This policy should be read in conjunction with the following policies:

Safeguarding Policy

E-Safety Policy

Anti-bullying Policy

Exclusion Policy

**Ratified on:**

**To be reviewed:**

**Ratified by: Full Board**

**Previously Ratified:**

**Ratified on: 01.05.20**

**To be reviewed: 01.05.20**

**Ratified by: Quality of Education and Pupil Welfare Committee**