



POLICIES & PROCEDURES

Title	Managing Positive Behaviour
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Approved by Strategic Board Or Internal Procedure Approved By SLT	
Date of Draft Submission to Strategic Board or SLT (as applicable)	Date to SLT 13/9/19
Date of Approval	13/9/19, updated March 21
Review Date	September 2022

Scope

Behaviours are functional and communicative acts, which are meaningful because they achieve important results for an individual.

The behaviour, social, emotional and mental health of students at the Learning & Enterprise College is an essential factor in facilitating positive access to their learning, the wider community and the overall quality of their lives. We recognise that successful support for students via the management of challenging behaviour is wholly dependent upon the College ethos. It is incumbent on the whole College community, including governors, families and volunteers, to promote positive behaviour and to maintain a positive regard towards all students and colleagues, offering students appropriate role models at all times and proactively supporting them to develop the necessary skills for self-management of positive behaviour.

All those who are part of the College community should demonstrate an unfailing commitment to enabling positive behaviour:

- Teaching right from wrong
- Honesty and fairness
- Respect for others
- The importance of getting on with people and establishing positive relationships
- Self-discipline, self-management of behaviour and a sense of responsibility for oneself
- High expectations of students by staff and the students themselves, to achieve in all aspects of their lives
- Recognising and rewarding behaviour that enables students to learn effectively
- Considering and planning for individual student needs by setting appropriate and attainable targets

At the heart of our commitment to creating a positive culture of 'behaviour for learning' is the relationship of trust and mutual respect which exists between students, staff and their environment.

Challenging behaviour is often the result of a breakdown in communication. Staff involved in supporting students should aim to understand what function the behaviour serves and to facilitate the students to learn more socially acceptable means of expressing their need for support.

Positive procedures are constructive, in that they teach alternative responses and build self-esteem. This must operate in the context of a curriculum, which is in itself rewarding and stimulating. The curriculum should strive to provide an instructional context within which a student performs functional, age-appropriate acts in a variety of settings.

Student behaviour, both appropriate and inappropriate, should be managed with sensitivity and professionalism. Staff and other adults within the College community need to constantly re-examine and reflect upon their own values, attitudes and behaviours in order to appreciate the messages that they are giving students. They also need to be familiar with clear guidelines

and strategies in the Learner Support Information and Individual Behaviour Support Plans (IBSPs) to help maintain positive behaviour and discourage negative behaviours when they occur.

Regular, high quality in-service training can do much to help staff achieve better understanding of student behaviour and LECB is committed to providing responsive and well-informed CPD across the whole organisation. College staff should be aware of recent legislation, relevant literature or research, local and national guidelines and successful practices elsewhere related to the field of positive behaviour support.

We recognise that challenging behaviour, however it manifests itself, is usually an impediment to accessing the curriculum effectively. Thus, quality learning experiences, which encompasses high quality learning behaviour, is a prerequisite to effective teaching and learning. LECB recognises the importance of a whole College approach to behaviour management.

In cases where challenging behaviour leads to relationship breakdown, the Restorative Approach will be used. This is a guiding principle that acknowledges that relationships are central to learning, growth and a healthy college environment. Therefore, it seeks to repair relationships by guiding the offender through a sense of remorse and restorative action, and forgiveness on the part of the victim.

The crucial role of the ‘establishment phase’

“...the most common reason why a class becomes increasingly hard to manage and teach is inadequate or ineffective establishment (in those critical first meetings with a new class). The ‘establishment phase’ (Bill Rogers, 2006/2011) is a crucial time for building a positive working relationship with a class. It is also a defining phase in how we establish our leadership (particularly with regard to student behaviour) and conversely, how our leadership is perceived by our students.”

The Harder Than Average Class (Dr Bill Rogers 2014)

During this ‘establishment phase,’ a college code of conduct form (see appendix 9) should be signed by all students as a contract between the college and the student. This should be continuously referred to throughout the year as necessary in order to address any signs of challenging behaviour before it escalates.

What challenging behaviour does

- Prevents students’ participation in appropriate educational activities
- Often isolates them from their peers
- Affects the learning and functioning of others
- Drastically reduces their opportunities for involvement in ordinary community activities
- Places the young person and/or others in physical danger
- Makes excessive demands on staff and resources

- Makes the possibilities for future placement difficult

We are aware that different people may interpret the appropriateness and severity of challenging behaviour in different ways. We acknowledge that it is the behaviour, which challenges us and not the person.

Aims

Therefore, the long-term aim of this policy is to work in partnership with students and their families where applicable in order:

1. To promote positive self-esteem and to encourage self-advocacy
2. To establish an environment that enables behaviour for learning to take place
3. To develop empathy and respect for self and others
4. To enable each student to maximise their independence in preparation for adult life where applicable
5. To set clear and consistent boundaries which allow students to understand and support their own behaviour
6. For students to be equipped with the skills to understand their own behaviour, and eventually be able to problem solve and manage difficult situations. This will enable students to access different environments and be fully included
7. To recognise and celebrate positive behaviour
8. To understand that positive behaviour promotes high quality learning experiences

Strategies for promoting positive behaviour

Positive behaviour can be facilitated in many ways, for example by:

- Establishing a learning community in which the general environment is calm, well ordered and disciplined.
- Setting a good example by behaving in the way it is desirable for students to behave.
- Being proactive by highlighting and praising positive behaviour.
- Preventing challenging behaviour - avoiding confrontation, avoiding 'triggers' or background factors known to present difficulties to the student.
- Ensuring that everyone is clear about which behaviours are appropriate and which are inappropriate, i.e. ensuring a clear distinction between behaviour which is to be reinforced and that which is to be discouraged or ignored.
- Introducing planned activities that are matched to students' strengths and weaknesses, with high expectations and a belief in their learning potential in order to develop the very best attitudes to learning.

- Focusing upon teaching positive communication in the most suitable format for each student (this may help students influence others without having to display challenging behaviour).
- Providing consistent positive feedback.
- Ensuring that staff respond to student behaviour in a consistent and fair manner.
- Ensuring that individual Risk Assessments, Individual Behaviour Support Plans for students with challenging behaviour are familiar to the relevant staff and kept up to date.
- Encouraging an understanding of students' specific difficulties.
- Paying attention to antecedents and consequences associated with behaviour.
- Providing structured, predictable environments and routines for students who benefit from them.
- Monitoring student stress levels and offering 'escape' mechanisms.
- Teaching students appropriate self-management strategies and supporting them to develop the skills of empathy, tolerance, respect for individual differences and conflict resolution.
- Incorporating an expectation of positive behaviour across the curriculum.

Strategies and procedures for when a person challenges

- Adhere to relevant individual student Risk Assessments and Behaviour Support Plans.
- Identify and reduce or eliminate triggers if appropriate.
- Maintain a calm environment.
- Use distractions.
- Remove other students and staff from the room when appropriate.
- Use Team Teach Positive Behavioural Support (see Appendix 1).
- Adapt Risk Assessments and the Behaviour Support Plans in the light of significant challenges.
- Record and report incidents on the College's Incident and Accident Form (see Appendix 2) and, if physical interventions are used, on the Physical Intervention Record Form (see Appendix 3).
- Report incidences to a member of the Senior Leadership Team, the Facilities & Estates Team Leader and record on the Peninsula database.
- Staff involved will participate in a de-briefing session with a member of the Management Team as soon as possible after an incident.

Individual Behaviour Support Plans (IBSPs)

Individual Behaviour Support Plans are used to ensure the range of strategies are recommended to ensure the student has access to some of the things that are important to them to facilitate positive behaviour. It addresses the student's inappropriate behaviour and strategies to improve the behaviour so that the student can develop new skills and engage in positive interactions as quickly as possible.

The IBSP can only be effective if staff take ownership of them. As tutors and support assistants will be involved in their development and implementations; with regular recording and analysis of behaviour to inform a continual review of practice.

All staff must be fully informed of relevant procedures in order to ensure continuity across all settings and training must be available to meet staff development needs. Wherever possible, students should be involved in the development and implementation of their behaviour support plans.

Positive expectations have a positive effect on the behaviour of others. Every student is of equal value and deserving of the same respect. Staff at LECB understand the importance of working in collaboration with families where applicable, to support student's academic, spiritual, moral, social and cultural development.

Where applicable, open two-way dialogue is encouraged through telephone conversations, written communication via the home/college contact book, communication by email and regular face-to-face meetings. This facilitates proactive support for families in agreeing and implementing agreed strategies to support behavioural, communication, social, and emotional issues both at college and at home.

Equality and Diversity

The College's role is to plan for and meet students' individual needs. The college will organise support around those needs working alongside other professionals including but not exclusive to educational psychologists, occupational therapists, medical professionals etc. All Individual Behaviour Support Plans must be agreed by student and their parent/carer and tutor.

The student's cultural background must be taken into consideration and the aim is to always work collaboratively with families. However, in the instance that a parent/carer is not in agreement with an Individual Behaviour Support Plan the college will act against their wishes where there are health and safety issues involved for the student, his/her peers or staff.

Physical Interventions

Withdrawal/ Needing to leave a situation:

At LECB this is defined as a positive procedure whereby a student is given the opportunity to leave a situation, which they are finding over stimulating and/or stressful in order to calm themselves. This may involve supporting the young person to move to a safer/quieter environment in order to help them self-regulate.

The emphasis must be on teaching the student to recognise she/he needs to leave the situation and to communicate that need in an appropriate way. This should be used as an opportunity to teach the student self-control and to support his/her own behaviour. Withdrawal or needing time away from a stressful situation should be used as a de-escalation strategy. However, there may be occasions when a member of the class team feels that it is in the best interests of the whole class for the student to leave the situation for a short while. This could

be in the form of a short walk or completing an activity/ job in an alternative environment. Some students will have access to an individual work room to reduce overstimulation.

On occasions of significant challenging behaviour staff may withdraw from the room but will remain present and visible. This will be written into the young person's IBSP, parental consent will have been obtained and families will be informed when these incidents occur.

Exclusion is a last resort and may lead to the conclusion that the College can no longer meet the needs of an individual student. Prior to exclusions staff will strive to work with a variety of professionals both internally and externally, in order to risk assess and consider what further strategies and support could be put into place.

Restrictive Physical Intervention

In general, the College aims to avoid physical intervention except where it is necessary to ensure student and staff safety. In such situations, College staff may use reasonable force by deploying either control or restraint techniques.

'Control' refers to either passive or physical contact, for example, blocking a student's path to a busy road (passive) or leading a student by the hand away from a situation (active). 'Restraint' refers to physically engaging with a student as part of any necessary measures in order to bring a situation under control.

The starting point for any approach to supporting students who are engaging in challenging behaviour is for a resolution to be obtained without the need for restrictive physical interventions. Using strategies that do not require physical interventions are desirable because they are ultimately more sustainable and dignified.

However, there may be occasions when the use of reasonable force may be necessary. These fall into two categories:

- a. Control: if it is anticipated that, as part of a considered and agreed approach to the management of a student's behaviour, elements of reasonable force (passive or active) may be required to support the student towards more positive behaviour, then **such physical** interventions must be detailed as part of a regularly reviewed written protocol and this must be recorded on the Physical Intervention Record Form.
- b. Restraint: this refers to physical interventions that are not pre-planned and are a proportionate and appropriate response to an unforeseen circumstance. As such, they should be treated as emergency physical interventions, as they refer to the use of any reasonable force necessary to bring a situation under control.

Physical restraint should ONLY be used:

- Rarely and as a last resort when all other possible alternatives have been considered
- As part of a 'total response' to the student's behaviour (i.e. not in isolation)
- When the purpose of physical restraint is to restore safety

- When it can be justified as being in the paramount interests of the student and/or when the student is in immediate danger of harming self or others
- By staff who have been fully trained in positive behaviour management and who are conforming to the guidance set in this policy
- When it can be justified as a reasonable and responsible way of responding to a student's severe challenging behaviour

The use of force is reasonable if it is appropriate to the consequences it is intended to prevent. This means that the degree of force used should be no more than is needed to achieve the desired results. Incident report forms must be completed and submitted to a member of the Senior Leadership Team, and must be accurately logged. LECB has regard to Deprivation of Liberty (DOLS), which is a safeguard for people who lack capacity to make decisions regarding their own safety. The College will provide a safe environment for the diverse needs of all its students, ensuring the safety and due liberty of them all as individuals. The College will ensure that student's choice and best interest is considered at all times and that decisions made suit the needs of the student to which they pertain.

Staff Development and Support Update

All staff will receive annual behaviour support training. All staff must be given appropriate training in the rationale, aims and methods of behaviour support e.g. proactive approaches and Team Teach. This training will contain a component that assists staff in coping with the emotional aspects of working with students with behavioural support needs.

The success of this policy depends on an on-going system of training and support for staff. This will be delivered primarily through courses such as the ASD course and Team Teach. Support systems are in place through class teams, managers, Bexley Autism Advisory Service and the Senior Leadership Team.

Appendices

Appendix 1 Team Teach Positive Behavioural support

Appendix 2 LECB Incident and Accident Form

Appendix 3 Physical Intervention Record Form

Appendix 4 Daily Behaviour Record

Appendix 5 Safety Guidelines during Challenging Behaviour

Appendix 6 Levels for Dealing with Challenging Behaviour

Appendix 7 Procedures for Dealing with Challenging Behaviour Flowchart

Appendix 8 Bexley Serious Incident Form

Appendix 9 College Code of Conduct for Supported Learning

These can be found [here](#)