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Positive Behaviour Support Policy Welsh Sites

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Related Policies and Guidance Documents	516 Policy for the use of Physical Interventions 520W Policy on The Use of Sanctions
Related Regulations	The Regulated Services (Service Providers and Responsible Individuals) (Wales) Regulations 2017 (Regulation 29 and 30) Education Act 1996 (550(A))
Annexes and Supplementary Info	
Responsible Person	Mark Ryder
Responsible Person Signature	

Positive Behaviour Support Policy

1. Introduction

SENAD is committed to focusing on promoting the quality of life, choice and independence for our children and young people who we support. Our young people may have a range of learning difficulties and can find the community they live within challenging and complex; at times this can create anxiety and distress.

SENAD will endeavour to maintain a good quality of life for individuals we support, focusing on successful outcomes whatever the level or intensity of an individual's anxiety and their resulting behaviours, so as to ensure that are not stigmatised, marginalised or discriminated against if they display behaviours that challenge, which may then challenge the service. We will ensure unconditional positive regard.

SENAD will not lose sight that each person is a full and valued member of the community with the same rights as everyone else and will maintain respect for their culture, ethnic origin, religion, sexual orientation and/or gender. SENAD will create positive environments which promote self-esteem, confidence & a sense of wellbeing by ensuring all young people:

- have the means to communicate and are supported by staff who are effective communication partners
- are encouraged to make choices and exert control over their own lives
- are listened to and advocated for
- have regular opportunities for success
- have even their smallest achievements recognised and celebrated
- are supported to maintain relationships with families and significant people in their lives and are actively encouraged to develop friendships and social relationships
- are exposed to appropriately pitched expectations and effective behaviour modelling
- are taught skills and compensation strategies which increase their ability to manage their own behaviour

2. Aim

The aim of this policy is to ensure that:

- We focus on quality of life, empowerment and enabling people to live full, productive and meaningful lives
- The individual is at the centre of all planning which is person centred
- Individuals live in communities which positively promote socially acceptable standards of behaviour
- We adopt approaches which are non-punitive, least-restrictive and socially enabling
- Staff are suitably trained and supported to carry out their roles and provide ethical, effective and skilled support
- SENAD works within current legislative standards and regulations and adopts current best practice and evidenced based approaches at all times

3. Responsibilities

- The Head of Site has overall responsibility for the maintenance of positive and proactive behavioural approaches
- The Head of Site has overall responsibility for ensuring staff are suitably trained, supported and supervised, in order to carry out their roles effectively and safely
- Managers will ensure the establishments' approach to positive behaviour support is promoted through the formal curriculum (schools only) and the young people's daily living experiences
- All staff have a responsibility to work within the parameters of this policy, creating positive environments in which young people feel safe and valued and can thrive

4. Policy (Understanding Challenging Behaviour)

Our definition¹ of behaviours that challenge the delivery of good social care, education, therapy and support is as follows:

Any non-verbal, verbal or physical behaviour exhibited by a person which makes it difficult to deliver good social care or education safely.

¹ There are other definitions: Behaviour can be described as challenging when it is of such an intensity, frequency or duration as to threaten the quality of life and/or physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion – Report from the Royal College of Psychiatrists, British Psychological Society and Royal College of speech Therapists, June 2007

The people we support have varying degree of cognitive functioning which can impact their ability to understand their environment as easily or quickly as others, if at all. The person may also not understand or be concerned about the consequences of their actions on their own or others' well-being. Behaviours can be complex, unpredictable and require individualised tailored interventions using empathic and non-judgemental listening, distracting, redirecting to alternate pleasurable activities, removing sources of excessive environmental stimulation and being sensitive to non-verbal communication.

Behaviour that challenges can be driven by a range of factors:

- Differing communication abilities and requirements (e.g., verbal understanding, non-verbal communication, symbols, Makaton)
- Unmet care needs (e.g., pain, thirst, hunger, toilet needs)
- Care tasks, including personal care
- Administering medication, in particular pain medication
- Preferences for certain favoured staff who are not available
- Lack of engagement by staff
- Times when staff are otherwise engaged (e.g., handover, mealtimes)
- Areas where there are less experienced/familiar staff around
- Night time disturbances
- Over and under stimulation
- Heightened anxiety (e.g., transition, meals, public places, school, medical visits)
- 'Sun-downing' (e.g., light/temperature changes, morning/afternoon or evening preferences)
- Lack of meaningful and/or purposeful activity
- Relatives/visitors visiting/leaving or absence of contact
- Staff hostility, indifference or anxiety displayed towards the individual
- Inconsistent rule setting
- Unfair or unclear consequences as a result of a behaviour policy
- No debrief following an incident
- Provocation by other individuals, distress in others
- Cultural, religious or spiritual needs not being met
- Poor teaching or poor care practice
- External stimulation from TV or the internet
- Being bullied in real or perceived ways
- Un-signalled or unscheduled changes to routines

The behaviour can have the following adverse impacts upon the person's life:

1. Prevents the person from participating in everyday social and educational activities
2. Has a detrimental effect on the learning/social environment of other members of the community
3. Is considered inappropriate to their age and/or developmental level

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4. Results in social isolation or exclusion
 5. Restricts the development of independence and skills
 6. Reinforces negative self-concepts and low self esteem
 7. Creates a dangerous environment
 8. Places extreme demands on resources
 9. Makes them vulnerable to exploitation and abuse

Restraint:

An act carried out with the purpose of restricting an individual's movement, liberty and/or freedom to act independently' (Welsh Government, 2016a)

BILD/RRN Accredited 'What's The Message' (WTM)

SENAD uses What's The Message at Aran Hall School and home. WTM is certified under the British Institute of Learning Disabilities (BILD)/Restraint Reduction Network (RRN) and Associated of Certified Training (ACT) provisions.

What's The Message focuses on the following areas;

- Difference between topography of behaviour and function
- Understanding challenging behaviour and function – in other words, What's the Message?
- Functional assessment of behaviour
- Implementing person-centred strategies based on 70% pro-active intervention, 20 de-escalation and 10% re-active.
- Understanding organisation culture and exploring our beliefs values and attitudes
- Considering how we make the change to promote positive behaviour supports to be truly person-centred
- Building positive appropriate relationships
- Understanding the importance of appropriate communication
- Provision of templates such as the Rapid Support Sheet, ABC charts and other behaviour recording templates
- Exploring rights, risk and restraint – electronic, environmental, chemical, medical, physical, cultural, mechanical restraint
- Recognising behaviour escalation (including triggers and early warning signs) and understanding the strategies we can use throughout these phases
- Working in accordance with local and National policy and within the Law
- Implementing risk assessment and good health and safety practice
- Demonstrating competency with physical interventions and/or release techniques
- Implementing emotional and operational post incident management and review and effective incident reporting
- Taking the training to workplace and how to implement a positive behaviour support framework into the organisation

Physical Interventions

SENAD's policy on applying section 550a of the Education Act 1996 within its' school is as follows;

We do not make physical interventions for non-compliance for classroom management² unless there is a clear safety rationale for keeping the young person, their peers, staff or the public safe from harm.

Where planned reactive strategies include restrictive intervention a '**Physical Intervention Reduction Plan**' must be put in place with clear time referenced targets for replacing the intervention.

Reactive or crisis management strategies which involve the use of physical restraint, administration of medication or restriction of liberty may only be used as part of an individual behaviour support programme where there has been clear analysis, multi-agency consultation and agreement and must consider current guidance & legislation.

This plan must be approved by senior staff within the setting (Head Teacher, Principal, Registered Manager, Deputy Head, Head of Learning, Assistant Head Teacher or Head of Care).

5. Training

All staff who directly work with young people will complete the level of training required to care for individuals as part of their induction programme. The level of training will be dependent upon the needs of the young people at the time.

6. Monitoring and Review

This policy will be kept under review on at least a yearly basis.

² Classroom management includes off-site activities in the education day

Appendix 1:

Procedures

We will provide positive behaviour support which is focused on:

- Reducing stressors in a person's life
- Helping to manage the triggers of anxiety
- De-escalating behaviours
- Empowering the individual to make safe choices
- Keeping everyone safe
- Debriefing and adapting our practices to reduce future incidences

Behaviour support will be an integral part of the person's overall plan, integrated into their care and education planning.

Support will be tailored to the individual's needs and will be based on multidisciplinary assessments considering individual cognitive levels and communication needs and including effective functional assessment

Assessment

Effective baseline assessment is essential to effective behaviour support and will underpin all behaviour support programmes and strategies. Assessment will be undertaken by the multi-disciplinary team working with the young person, including wherever possible family members or significant people in their lives.

The Individual assessment typically includes:

- communication style and needs
- cognitive ability
- physical health/ mobility
- sensory needs
- mental health
- health and medical issues
- personal history, relationships & behaviour

The Environmental assessment typically includes:

- staffing levels, experience & training
- staff relationships and support systems
- material environment
- access to opportunities
- levels of consistency
- communication of essential information
- physical risks and safety issues

The Behaviour assessment typically includes:

- Frequency, impact and risk of physical harm to self & others
- Frequency, impact and risk of loss of elements which make up decent quality of life & equality of opportunity

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- function of the behaviour

Specialist assessment will be undertaken by the appropriate clinicians, including speech & language therapists, occupational therapists, psychologists & psychiatrists.

The Positive Behaviour Support Programme

The Positive Behaviour Support programme should include:

- Details that are important to share about the person
- Description and functional assessment of behaviour
- Targets for skills building
- Intervention strategies
- A record of how the plan has been shared with the young person
- A restrictive intervention reduction plan
- A record of any multi-agency consultation
- Monitoring and review arrangements

Incident Recording & Monitoring

- All behavioural incidents, including those which result in physical intervention must be recorded and logged within **24 hours** or as soon as practically possible after the incident
- There are legal requirements for recording incidents where young people, staff or members of the public are injured; these are outlined in Policy 204 Accident Reporting, Recording and Investigation. Where a RIDDOR Report is required, this must be reported through the riddors@senadgroup.com E mail system which informs directors, and relevant senior managers.

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| <ul style="list-style-type: none">• All records must be reviewed daily (OR WITHIN 72 HRS IN EXCEPTIONAL CIRCUMSTANCES) by a senior manager, with a primary objective of identifying trends, patterns, or poor practice |
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