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Positive Behaviour Support & Physical Interventions Policy Welsh Sites

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Related Policies and Guidance Documents	SENAD Safeguarding Policy 506EWS SENAD Disclosures and Confidential Reporting (Whistleblowing) Policy 413 SENAD Employee Risk Assessment 217.1 SENAD Accident Reporting, Recording and Investigation 204
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 the pupils we support. Our pupils 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 aim to apply the principles of 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 pupils:

- have the means to communicate and are supported by staff who are effective communication partners
- are encouraged to make realistic 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. Roles and Responsibilities

The role of SENAD

The Directors of Education and Care within SENAD are responsible for monitoring the effectiveness of this behaviour policy and holding the Head Teacher/Principal and Registered Manager/Head of Care to account for its implementation.

The Headteacher/Principal and Registered Manager/Head of Care

The above are both responsible for reviewing and approving this behaviour policy. They will both ensure that the school and home environments encourage positive behaviour. They will monitor how staff implement this policy to ensure rewards, sanctions and physical intervention are applied correctly, safely and appropriately.

Management Teams

Management teams (house managers, team leaders and class teachers) are responsible for reviewing incidents of behaviours that challenge during care time. There should be a good handover between care and education to ensure information about children and young people is shared.

All staff

- Staff are responsible for reading and understanding this policy. Any concerns or areas that are not understood should be explored and discussed with managers.

- Staff are responsible for implementing the positive behaviour policy consistently.

- Staff must model positive behaviour at all times.

- Staff must adapt to ensure support is individualised and meets the needs of the young person.

- Staff must record all incidents of behaviours that challenge onto the schools-based recording system.

- Staff must have read and understood the Positive Behaviour Support Plans (PBSPs) of the young people they support.

- Staff must raise any concerns they have with the behaviour policy and/or the way a member of staff implements the behaviour policy or PBSP to a senior leader on site.

3. Aim

The aim of this policy is to ensure that:

- We focus on quality of life, empowerment and enabling ~~people~~ our pupils to live full, productive and meaningful lives
- All documents relating to the pupils are person centred and where possible, pupils are encouraged to be part of developing such documents.
- Individuals live in communities which positively promote socially acceptable standards of behaviour
- Positive reinforcement should be used at all times. However, when sanctions may be required, they must be used for the least amount of time and are the least restrictive as possible.
- Staff are suitably trained and supported to carry out their roles and provide ethical, effective and skilled support. Staff are expected to adhere to training principles at all times.
- SENAD works within current legislative standards and regulations and adopts current best practice and evidenced based approaches at all times

4. Understanding behaviours that challenge

Our definition[1] 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.**

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[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 pupils we support have some degree of cognitive impairment which can impact their ability to understand their environment or the consequences of their own behaviour to their own or others well-being. Behaviours can be complex, unpredictable and will require individualised tailored interventions. Behaviours that challenge are usually triggered by stress factors which are outlined in each person's Amber Lalemand Scale. Staff are required to read and understand the pupil's Lalemand scale in order that they understand their stressors and provide strategies in an attempt to either remove or reduce the impact the stress has on them.

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 other electronic devices
- 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
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 | BILD ACT & RRN Certificated (whatsthemessage.co.uk)](https://whatsthemessage.co.uk)

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 management[2] 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~~ **Restraint 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.

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

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

Staff working at Aran Hall School will receive appropriate training in the physical intervention techniques. Full information can be found in the training manual and materials.

[What's The Message | BILD ACT & RRN Certificated (whatsthemessage.co.uk)](https://whatsthemessage.co.uk)

All staff who directly work with pupils 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 pupils at the time.

If a staff member's training is out of date, or the staff member is required to work with a pupil who exhibits behaviours which lay outside of their training, that staff member is responsible for making a manager aware of this.

6. Monitoring and Review

This policy will be kept under review on at least an annual basis.

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
- access to preferred hobbies and special interests

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
- function of the behaviour

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

Positive Behaviour Support Plan

The Positive Behaviour Support ~~programme~~ plan 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
- Details of who was involved in the writing of the plan

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 pupils, 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.

- 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