

<b>Local Procedure Title</b>	<b>Positive Behaviour Management and Support</b>
<b>Site</b>	<b>Sedgemoor Manor School</b>
<b>ECS Policy number and title</b>	<b>ACS 04 Positive Behaviour Support</b>
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<b>Local Procedure Author(s)</b>	<b>Matt Vincent</b>
<b>Local Procedure Ratification</b>	<b>Checked and Approved by: Emily Bott</b>

<p><b>1. INTRODUCTION</b></p> <p>This Local Procedure highlights how Sedgemoor Manor School effectively implements Aspris Children Services Policy ACS 04 Positive Behaviour Support</p>
<p><b>2. AIMS AND ETHOS</b></p> <p>Sedgemoor Manor School seeks to ensure that children and young people are enabled to experience and develop positive relationships based on mutual trust and respect and a clear understanding of acceptable behaviour.</p> <p>Sedgemoor Manor School implements a local process and practices which place an emphasis on positive action to recognise, acknowledge and reward positive behaviour.</p> <p>Sedgemoor Manor School seeks to appropriately reduce restraint in line with the aims of the national Restraint Reduction Network (RRN)</p>
<p><b>3. KEY COMPONENTS OF POSITIVE BEHAVIOUR SUPPORT</b></p> <p><b>3.1 Values</b></p> <ul style="list-style-type: none"> <li>(a) Prevention and reduction of challenging behaviour occurs within the context of increased quality of life, inclusion, participation, and the defence and support of valued social roles</li> <li>(b) Constructional approaches to intervention design build stakeholder skills and opportunities, and reject aversive and restrictive practices</li> <li>(c) Stakeholder participation informs, implements, and validates assessment and intervention practices.</li> </ul> <p><b>3.2 Theory and evidence base</b></p> <ul style="list-style-type: none"> <li>a) An understanding that challenging behaviour develops to serve important functions for people</li> <li>b) The primary use of constructional principles and procedures from behaviour analysis to assess and support behaviour change</li> <li>c) The secondary use of other complementary, evidence-based approaches to support behaviour changes at multiple levels of a system</li> </ul> <p><b>3.3 Process</b></p> <ul style="list-style-type: none"> <li>a) A data-driven approach to decision making at every stage</li> <li>b) Functional assessment to inform function-based intervention</li> <li>c) Multi-competent interventions to change behaviour (proactively), manage behaviour (actively) and avoid Crisis (reactively)</li> <li>d) Implementation support, monitoring and evaluation of interventions over the long term</li> </ul>
<p><b>4. ROLES AND RESPONSIBILITIES</b></p> <p><b>Everyone</b> has a responsibility to ensure that the key components of positive behaviour support are embedded into plans for children and young people.</p> <p><b>Senior leaders</b> are responsible for maintaining the safety of all service users through ensuring that colleagues are properly and sufficiently trained and skilled to meet the behaviour support needs of their current cohort of individuals.</p>

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**All colleagues**, at all times have a responsibility to role model positive and acceptable behaviour. Colleagues are expected to communicate to each child or young person expectations about behaviour and to ensure that the child or young person understands those expectations in accordance with their age and understanding and individual needs

**Colleagues** are expected to:

- (a) Attend and apply all relevant positive behaviour support training provided for them
- (b) Raise concerns and ask questions in relation to positive behaviour support if they are worried or uncertain
- (c) Understand and ensure that children and young people must not be defined by their display of any challenging behaviour
- (d) Follow advice, and attend debriefs as required following incidents.

**Children and Young People** are expected to:

- (a) Ask for or indicate when they need support with their behaviour
- (b) Participate in accordance with their skills and understandings in planning and agreeing their individual positive behaviour support plans
- (c) Accept the help and guidance provided in relation to positive behaviour
- (d) Raise concerns and ask questions in relation to positive behaviour support if they are worried or uncertain.

**All visitors**, whether parents, carers, visiting professionals or employees are expected to:

- (a) Model positive and acceptable behaviour
- (b) Accept and follow any guidance provided should any incident of negative behaviour take place during their visit
- (c) Raise concerns and ask questions in relation to positive behaviour support if they are worried or uncertain.

### 5. ENSURING SAFETY

We recognise that positive behaviour may not always be displayed and that at times action may need to be taken to keep children, young people and other people safe. This may mean intervening to guide and coach towards positive behaviour, or physically intervening to keep people safe but this is a last resort.

We recognise that ensuring safety is paramount for all at SMS.

### 6. RISK ASSESSMENT: MEETING INDIVIDUAL NEEDS

Each child or young person's Individual Risk Assessment will take into account management and mitigation of known and probable behavioural risks, and these will be aligned with their individual behaviour support plan.

**Individual Risk Assessments are reviewed and updated regularly – with parental involvement where needed. This is then shared during morning briefing and all staff can access risk assessments on provision maps to aid their planning.**

School Risk Registers account clearly and at the right level for known organisational risks pertaining to the positive and safe support of children and young people, for example; environmental factors or staffing resource.

### 7. POSITIVE BEHAVIOUR SUPPORT PLANS: MEETING INDIVIDUAL NEEDS

Each child and young person has an Individual positive behaviour Support Plan (or a plan which includes positive behaviour management and support planning) to meet their assessed needs.

This plan is regularly reviewed and updated in consultation with the child or young person and the key partners in their education. The plans are regularly reviewed and updated in line with weekly behavioural review of incidents. This is then shared with staff during morning briefing and all staff can access a student's PBSP on provision maps to aid their planning.

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Individual student support plans are collaborative and are intended to enable and encourage each child or young person to take responsibility for their own behaviour, and to develop socially aware behaviours in accordance with their age and understanding.

Where appropriate, each child or young person has access to their own plan in a format which is understandable and meaningful to them.

All student support plans have the recognised details in line with policy.

### **8. TRAINING AND SKILLS DEVELOPMENT**

School leaders will ensure that colleagues have access to, attend and participate in such training as is necessary for them to deliver effective positive behaviour management and support to the children and young people in their care.

This will include:

- (a) De-escalation skills
- (b) Communication skills
- (c) TEAM TEACH training
- (d) Any specific training requirements identified in relation to Sedgemoor Manor School Schools or individually assessed needs.

### **9. LISTENING AND LEARNING**

Debrief meetings following incidents are seen as a core source of information for informing and developing positive behaviour support and management. Children, young people and colleagues all have a right to participate in such debriefs and will have the opportunity where appropriate. All young people should feel that their views are listened to and valued.

### **10. SUPPORTING COLLEAGUES**

Regular colleague supervision meetings and debriefs following incidents are used to ensure that colleagues are supported to understand, reflect on and manage their own feelings and responses to the behaviour and emotions of children and young people. Colleagues have a duty to attend and participate in such meetings.

### **11. SPECIALIST SUPPORT**

Where an EHC plan requires specialist behaviour support which is beyond the integral provisions of the Service, Service leaders have a duty to seek the required resources.

Where specific concerning behaviours not included and addressed in the EHC become evident, and suggest the need of specialist behaviour support, which is beyond the integral provisions of the school, School leaders have a duty to identify the resourcing need to the funding authority and to work with them to address the resourcing need.

### **12. PHYSICAL INTERVENTION**

Please refer to Policy ACS05 Physical Intervention for full details.

Physical Intervention is always considered to be a last resort, is only ever be considered when there is a significant risk of injury to any person or significant damage to property, and there is no alternative method of mitigating these risks.

Physical intervention, where used, must be reasonable, proportionate, and use no more force than is necessary and for the shortest time possible.

The agreed approach to physical intervention used by Sedgemoor Manor School is TEAM teach, and the techniques taught within these programmes should be used.

Post physical restrictive intervention, the child or young person must be monitored (physical and mental wellbeing) between 24 – 72 hours, and observations recorded.

### **Recording and Reporting**

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Transparency, openness and candour will be promoted within the service through regular communication, training, and policy in order to demonstrate safe, effective, caring, and responsive services. The service will monitor data showing the number of incidents reported where any of the following are highlighted:

- a) Physical restraint (including use of different physical intervention holds)
- b) Suspension
- c) Short term isolation
- d) Chemical restraint (rapid tranquilisation & PRN to modify behaviour)
- e) Violence / aggression
- f) BME related incidents involving physical intervention
- g) Individual children/young people

Where restrictive physical intervention has been used these should be recorded within 24 hours of the incident (as with any incident – see **AOP04** Incident Management, Reporting and Investigation). It is expected that copies will be made available to parents/carers and that information is shared following a serious incident. The SLT should also be informed. Records are kept in a safe place and all colleagues should have access to it.

It remains an important legal document and should be treated as such.

Sedgemoor Manor School have a wider Behaviour support team who support SLT to monitor, analyse and take appropriate action in response to the use of physical intervention. Such analysis should consider equality issues including, age, gender, disability, culture and religion in order to make sure that there is no potential discrimination; the analysis also has regard to potential child protection issues. Analysis also considers trends in the relative use of physical intervention across different colleagues and across different times of day or settings. This analysis is reported back to the SLT and weekly governance so that appropriate further action can be taken and monitored.

### 13. SANCTIONS AND REWARDS

Please Refer to Policy ACS08 Sanctions and Rewards for full details.

Aspris Children's Services believes in the principles of reflection and giving children and young people the opportunity to 'put things right' and seeks to adhere to these principles in relation to promoting and supporting positive behaviour.

Meaningful rewards and sanctions, and 'Consequences' are agreed at Service level and described in both local procedure and young people guides, taking into account each young person's age, abilities, understanding and individual needs. Sanctions and Rewards will always be proportionate, fair and reasonable.

All colleagues work to support children and young people in making positive choices and understanding consequences of actions and behaviour.

Sedgemoor Manor School does not promote an external rewards system for young people but promotes positive engagement and regard through the Be INSPIRED motto. Where there are consequences to actions these are naturally occurring such as; throwing and breaking a laptop means that there is no technology until the laptop has been sent off to be fixed.

Sanctions which are **never** acceptable are:

- (a) Corporal punishment
- (b) The restriction of contact and communication
- (c) The withholding of food or drink, sleep, medication, personal aids and equipment required for a disability, clothes
- (d) The requirement to wear distinctive or inappropriate clothing
- (e) The imposition of a financial penalty other than reasonable reparation
- (f) The imposition of group punishments for the behaviour of an individual

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(g) The involvement of any child in the punishment of another.

### **14. COUNTERING BULLYING**

Please Refer to Policy ACS03 Countering Bullying for full details.

All young people have a right to feel safe and happy at school and at home and in the community, and not to suffer bullying, intimidation or exploitation from any source. All Aspris Services work to ensure that children and young people are effectively safeguarded from bullying and do not bully, intimidate or exploit others, understanding that bullying is always unacceptable.

To support this policy all colleagues, as part of their induction and ongoing training and professional development, receive training in recognising and managing bullying. This includes training in de-escalation of confrontations between children, understanding and communicating to children that bullying is always unacceptable, and skills development in relation to recognising incidents or indications of bullying and how to deal with them promptly and proactively.

### **15. NECESSARY SEARCHES**

Please Refer to Policy ACS07 Necessary Searches for full details.

Occasionally searches of a young persons possessions for prohibited items may be necessary to ensure safety and safeguarding. Such searches can only take place according to current national guidelines, with due regard for consent. Intimate searches can never be undertaken.

### **16. SUSPENSIONS**

Please Refer to Policy ACS 37 Suspensions for full details.

The use of suspension from Sedgemoor Manor School is a last resort and is only ever considered when all other options are ineffective. At Sedgemoor Manor School extensive steps to resolve problems are taken prior to any consideration of the use of suspension. Any such suspension must adhere to current policy and legislation.

### **17. POLICE INVOLVEMENT**

Please Refer to Policy ACS09 Police Involvement for full details.

Sedgemoor Manor School actively seeks to minimise and avoid police involvement in relation to children and young people's behaviour wherever reasonably possible by using agreed individual strategies and techniques. In exceptional circumstances where immediate safety requires police involvement the school will act according to the police intervention policy a (ACS49).

### **18. ANALYSIS AT SERVICES**

As part of a robust system of analysis weekly data is reviewed and reported to SLT and behaviour leads in a formally meeting where minutes are recorded. Within this meeting actions are set for any staff and leaders to highlight trends and support with further proactive strategies of de-escalation and positive engagement for pupils.

### **19. POSITIVE BEHAVIOUR SUPPORT LEADS**

Sedgemoor Manor School has a wider behaviour support team who support SLT with the promotion and implementation of Positive behaviour support for the school.

### **20 GOVERNANCE AND MONITORING**

Governance and Monitoring at divisional and group level takes place through regular reviews of incidents. Key review groups include:

- (a) Incident Review Focus Group
- (b) Safeguarding Committee
- (c) Reducing Restrictive Practice Committee

See also policy ACS13 Risk Management

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Information sources used to support and inform effective governance and monitoring include:

- (a) Incident reports
- (b) Independent visitor reports
- (c) Managers' Self-Assessments
- (d) Governance reports
- (e) Student and stakeholder feedback
- (f) Complaints.

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<b>Contents Checklist</b> (Local Sites may add additional items – this is a core list)			
Aims and ethos		Behaviour support analysis systems	
Local code of conduct		Monitoring arrangements	
Behaviour support planning			
Training			
Local sanctions or consequences system			
Local rewards system			
Debrief processes			

### Local Procedure Review History:

<b>Date Reviewed</b>	<b>Reviewer</b>	<b>Summary of revisions</b>
15/4/24	Matt Vincent	Removal of exclusions Removal of Pro Act to team Teach Update of procedure for sharing information.