

POLICY TITLE:	Positive Behaviour Support - Wales	
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Applies to:	All Homes and Schools: Wales	
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Responsible signatory:	Jane Stone - Director of Governance and Risk	
Outcome:	<p>This policy aims to ensure:</p> <ul style="list-style-type: none"> 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. 	
Cross Reference:	<p>ACS26 Equality of Opportunity (including English as an Additional Language)</p> <p>ACS26A Equality of Opportunity (including English as an Additional Language) - Wales</p> <p>AOP06 Safeguarding Children in Education</p> <p>AOP06A Safeguarding Children in Residential Care</p> <p>AOP06B Safeguarding Children in Education – Wales</p> <p>AOP08 Safeguarding Adults</p> <p>AOP08A Safeguarding Adults - Wales</p> <p>AH&S45 Prevention and Management of Violence at Work</p> <p>AOP03 Complaints</p> <p>AOP03A Complaints - Wales</p> <p>AOP04 Incident Management, Reporting and Investigation</p> <p>AOP21 Whistleblowing (Protected Disclosure)</p>	<p>This policy is supported by the following key Children's Services policies:</p> <p>ACS05 Restrictive Intervention and Restrictive Physical Intervention</p> <p>ACS03 Anti Bullying</p> <p>ACS03A Anti Bullying - Wales</p> <p>ACS07 Necessary Searches</p> <p>ACS07A Necessary Searches - Wales</p> <p>ACS08 Rewards and Sanctions</p> <p>ACS09 Police Involvement</p> <p>ACS13 Risk Assessments & Management</p> <p>ACS13A Risk Assessments & Management - Wales</p> <p>ACS33 Additional Learning Needs</p> <p>ACS33A Special Educational Needs - Wales</p> <p>ACS37 Exclusions</p>

EQUALITY AND DIVERSITY STATEMENT

Aspris is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, email AsprisGovernanceHelpdesk@Aspris.com

POSITIVE BEHAVIOUR SUPPORT - Wales

1 INTRODUCTION

- 1.1 In order to effectively implement this policy, each Aspris Children's Home or School will have local procedures in place where necessary, which explain how this policy is applied and put into practice at Home or School level.
- 1.2 Template **ACS LP 04** is provided for this purpose and includes a key content checklist.
- 1.3 This policy should be used in conjunction with the related policies listed on the preceding page where applicable.

2 AIMS AND ETHOS

- 2.1 All Homes and Schools seek 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.
- 2.2 All Homes and Schools are expected to implement local processes and practices which place an emphasis on positive action to recognise, acknowledge and reward positive behaviour.
- 2.3 All Homes and Schools seek to appropriately reduce restraint in line with the aims of the national Restraint Reduction Network (RRN)

3 KEY COMPONENTS OF POSITIVE BEHAVIOUR SUPPORT

3.1 Values:

- (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
- (b) Constructional approaches to intervention design build stakeholder skills and opportunities, and reject aversive and restrictive practices
- (c) Stakeholder participation informs, implements, and validates assessment and intervention practices.

3.2 Theory and evidence base:

- a) An understanding that challenging behaviour develops to serve important functions for people
- b) The primary use of constructional principles and procedures from behaviour analysis to assess and support behaviour change
- c) The secondary use of other complementary, evidence-based approaches to support behaviour change at multiple levels of a system

3.3 Process:

- a) A data-driven approach to decision making at every stage
- b) Functional assessment to inform function-based intervention
- c) Multi-competent interventions to change behaviour (proactively), manage behaviour (actively) and avoid Crisis (reactively)
- d) Implementation support, monitoring and evaluation of interventions over the long term

4 ROLES AND RESPONSIBILITIES

- 4.1 **Everyone** has a responsibility to ensure that the key components of positive behaviour support are embedded into plans for children and young people, and any additional expectations contained in local procedures.

- 4.2 **Home or School leaders** are responsible for maintaining the safety of all children and young people through ensuring that colleagues are properly and sufficiently trained and skilled to meet the behaviour support needs of their current client group.
- 4.3 **All colleagues** have at all times a responsibility to role model positive and acceptable behaviour.
- 4.3.1 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.
- 4.3.2 **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
 - (e) To ensure that they remain up to date with relevant training
 - (f) To ensure children and young people know how to raise concerns
- 4.4 **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.
- 4.5 **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

- 5.1 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.
- 5.2 We recognise that ensuring safety is paramount.

6 RISK ASSESSMENT: MEETING INDIVIDUAL NEEDS

- 6.1 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 regularly in accordance with local procedures.
- 6.2 Home or School Risk Registers account clearly and at the right level for known organisational risks pertaining to the positive and safe care/support of children and young people, for example; environmental factors or staffing resource.

7 POSITIVE BEHAVIOUR SUPPORT PLANS: MEETING INDIVIDUAL NEEDS

- 7.1 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.
- 7.1.1 This plan is regularly reviewed and updated in consultation with the child or young person and the key partners in their care and education, in accordance with local procedures. (This should be no less than three times each year, and following significant incidents).
- 7.1.2 Individual Positive behaviour 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.
- 7.1.3 Each child or young person should have access to their own plan in a format which is understandable and meaningful to them.
- 7.2 **Positive behaviour support plans include** the following key information:
- (a) Diagnoses
 - (b) Triggers
 - (c) Vulnerabilities
 - (d) Risk behaviours
 - (e) A profile of their skills and further learning required
 - (f) Praise points
 - (g) Diversions, distractions, and coping strategies
 - (h) Communication needs
 - (j) Strategies for success
 - (k) Specific likely negative and risk behaviours and specific strategies for supporting and managing
 - (l) De-escalation approaches
 - (m) Active, proactive, and reactive approaches
 - (n) Assessed Audit-based interventions agreed for safe use with the individual child/young person
 - (o) Strategies to reduce the need for physical intervention
- 7.3 **Tracking and reviewing behaviour:** The behaviour tracker form within the electronic reporting system is designed to help track the frequency, patterns and change of known behaviours, as identified in Behaviour Support Plans. This provides a simple summary which can quickly be completed, to provide a substantial amount of useful tracking data very easily. This is not an alternative to an incident form – so if anyone is harmed in a behaviour episode, an Incident Form is required.
- If the behaviour witnessed is new, and not recognised in the current behaviour plan an incident form will be required, as well as an update the Behaviour Support Plan. Subsequent episodes of this behaviour can then be recorded using the tracker.

8 TRAINING AND SKILLS DEVELOPMENT

- 8.1 Home or 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.
- 8.1.1 This will include:
- (a) De-escalation skills
 - (b) Communication skills
 - (c) Proact-SciPr or Teamteach training (see 12 below) and
 - (d) Any specific training requirements identified in relation to particular Homes and Schools or individually assessed needs.

9 LISTENING AND LEARNING

- 9.1 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 should feel that their views are listened to and valued.

10 SUPPORTING COLLEAGUES

- 10.1 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. Leaders should ensure these meetings are available.

11 SPECIALIST SUPPORT

- 11.1 Where an EHC plan requires specialist behaviour support which is beyond the integral provisions of the Home or School, Home or School leaders have a duty to seek the required resources.
- 11.2 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 Home or 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

- 12.1 Please refer to Policy ACS05 Physical Intervention for full details.
- 12.2 Physical Intervention is always considered to be a last resort, and may 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.
- 12.3 Physical intervention where used must be reasonable, proportionate, and use no more force than is necessary and for the shortest time possible.
- 12.4 The agreed approach to physical intervention used by the division is Team Teach (or Proact-SciPr while in a transition period), and the techniques taught within these programmes should be used.
- 12.5 Post physical restrictive intervention, the child or young person must be monitored (physical and mental wellbeing) between 24 – 72 hours, and observations recorded.
- 12.6 **Recording and Reporting**
- 12.6.1 Transparency, openness and candour will be promoted within the Home or School through regular communication, training, and policy in order to demonstrate safe, effective, caring, and responsive Homes and Schools.
- 12.6.2 The Home or School 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) Exclusion
 - c) Short term isolation
 - d) Violence / aggression
 - e) BME related incidents involving physical intervention
 - f) Individual children/young people
 - g) Individual children/young people

- 12.6.3 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 should be 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. (Note that the MIS system Incident Form is the required primary incident reporting form for all incidents).
- 12.6.4 Schools/Colleges/homes should nominate a behaviour lead, Proact-SciPr or Teamteach Instructor or a Positive Behaviour Support practitioner where available, 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, protected characteristics, culture and religion in order to make sure that there is no potential discrimination; the analysis should also have regard to potential child protection issues. Analysis should also consider trends in the relative use of physical intervention across different colleagues and across different times of day or settings. This analysis should be reported back to the SLT so that appropriate further action can be taken and monitored

13 REWARDS AND CONSEQUENCES

- 13.1 Please Refer to Policy ACS08 Rewards and Consequences for full details.
- 13.2 Please note that Consequences is a more child-centred term for the previously used Sanctions. Sanctions is still the term used in the Independent School Standards and for the purposes of this Policy, both terms are interchangeable.
- 13.3 Aspris Children's Homes and Schools 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.
- 13.4 Meaningful rewards and 'Consequences' are agreed at Home or School 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.
- 13.5 All colleagues work to support children and young people in making positive choices and understanding consequences of actions and behaviour.
- 13.6 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
 - (g) The involvement of any child in the punishment of another.

14 COUNTERING BULLYING

- 14.1 Please Refer to Policy ACS03A Countering Bullying - Wales for full details.
- 14.2 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 Homes and Schools 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.

- 14.3 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

- 15.1 Please Refer to Policy ACS07 Necessary Searches for full details.
- 15.1 Occasionally searches and room searches 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 EXCLUSIONS

- 16.1 Please Refer to Policy ACS37 Exclusions for full details.
- 16.2 The use of exclusion from Aspris Schools and Colleges is a last resort and is only ever considered when all other options are ineffective. In all Aspris Schools and Colleges extensive steps to resolve problems are taken prior to any consideration of the use of exclusion. Any such exclusion must adhere to current policy and legislation.
- 16.3 Children and young people can never be excluded from children's homes placements.

17 POLICE INVOLVEMENT

- 17.1 Please Refer to Policy ACS09 Police Involvement for full details.
- 17.2 Homes and Schools should actively seek 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 Homes and Schools will act according to the police intervention policy a (ACS49) and their local procedures.

18 ANALYSIS AT HOMES AND SCHOOLS

- 18.1 Each Home and School will ensure a robust system is in place for analysis of behavioural incidents, and learning from findings which will be described in their local procedure.
- 18.2 Whenever an act of violence or aggression has occurred, the Home or School should ensure that both colleagues and the child concerned are allowed to discuss the incident and its impact on themselves and others in the group.
- 18.3 Homes and Schools should undertake a review and make necessary changes to internal policies, routines and children's Placement Plans to help with reducing or preventing incidents from occurring in the future;
- 18.4 Discuss with colleagues how they dealt with the situation and, if required, how they could deal with the situation differently in the future. Managers should collate data emanating from incidents and periodically undertake a review. Home or School policies, training strategies, routines and methods for promoting positive behaviour amongst children should be revised as required.

19 POSITIVE BEHAVIOUR SUPPORT LEADS

- 19.1 Each Home or School, or small cluster of Homes and Schools will nominate a colleague to act as their Positive behaviour support Lead, or this may be encompassed in the responsibility of the Proact-SciPr / Teamteach Instructor for the Home or School

20 GOVERNANCE AND MONITORING

- 20.1 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
- 20.2 See also policy ACS13A Risk Management - Wales
- 20.3 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.

21 REFERENCES

Care Standards Act 2000
Children Act 2004
Children's Homes Regulations 2015
Children's Homes (Wales) Regulations 2002
Equality Act 2010
Health and Social Care Act 2008 (Regulated Activities) Regulations 2014
CQC (2015) Guidance for Providers on the Meeting Regulations
The Regulated Services (Service Providers and Responsible Individuals) (Wales) Regulations 2017, Welsh Statutory Instrument 2017 No.1264 (W.295)
(Wales) Regulations 2017 (Parts 3-20): Published 2019 Statutory Guidance to The Regulated Services (Service Providers and Responsible Individuals)
Welsh Government (2011) Respecting Others
DH (2014) Positive and Proactive Care: Reducing the need for restrictive interventions
BILD
Restraint Reduction Network Training Standards 2019
Children and Families Act 2014
The Children and Social Work Act 2017
Behaviour in Wales Good practice in managing challenging behaviour (Estyn June 2006)
Practical approaches to behaviour management in the classroom (Welsh Government July 2012)

Associated Forms:

ACS Form: 04 Individual Behaviour Support Plan Audit tool
ACS Form: 05A Annual Review of Behaviour Support and Restrictive Interventions
ACS Form: 05B Vulnerability Assessment