POSITIVE BEHAVIOUR MANAGEMENT POLICY
INTRODUCTION

This policy is in line with:

- Action for Children Behaviour Policy and Procedures
- NMS Measures of control, discipline and restraint.
- Action for children Safeguarding Framework
- Action for children Code of conduct
- Action for children Anti Bullying Policy
- Working together to safeguard children
- Oxfordshire Safeguarding Children Board Guidance

In implementing this policy, all staff should:

- Take steps to ensure that they are effective in supporting the inclusion of all children.
- Take steps to ensure that they take individual responsibility for promoting and safeguarding the welfare of children.
- Take steps to ensure that they are effective in supporting children with specific learning difficulties.

SAFEGUARDING STATEMENT

Parklands is committed to safeguarding and promoting the welfare of children and young people and expect all Staff to share this commitment.
GENERAL CODE OF BEHAVIOUR

- All children who attend the school will be expected to conform to the daily routine and to show courtesy and respect for others.

- Staff will strive to provide a calm, well ordered, nurturing and effective learning environment where children will be encouraged to develop a positive self-image, realize the need for self-discipline and thoughtfulness for others and develop high standards of behaviour.

- All children will be expected to act sensibly and responsibly whilst travelling on school transport and to show respect for the driver, staff and other children.

- All Staff and Children will be expected to follow Parklands Staff and Student rules (See Appendix 5 and 6).

PARENTAL RESPONSIBILITY

- In agreeing to their child attending the school, parents will share the staff’s desire to create a calm, orderly nurturing environment in which their children can develop and learn and that they will foster the campus policy of courtesy and respect for others.

- The Campus needs the active support of parents in order to achieve its aims and objectives. There needs to be a positive partnership between home and school.

PASTORAL CARE

- Staff aim to provide a safe and secure environment for the children in their care and as such adhere to an anti-bullying policy. All children are encouraged to speak to staff if they feel unsafe or unhappy or feel they are being bullied.

- Pastoral care is an important aspect of the schools policy and involves every member of staff.
Our Philosophy of Care

At Parklands Campus we have positive expectations and high aspirations for all children and young people. When children and young people have difficulty regulating their emotions and behaviour we try and look behind the presenting challenges and support them to get their needs met and to communicate distress in safer ways. We strive to ensure all children and young people can achieve their full potential. We believe children and young people learn to manage themselves through attachments and having reliable calm adults to relate to. We aim to foster a sense of identity, belonging and community and improve their overall quality of life. The best way to promote these values is through stable and consistent relationships with Staff.

We are committed to Positive Behaviour Support and are working towards eliminating the use of any restraints. We learn from experiences and incidents to make things better and reduce the likelihood or impact on future incidents.

The Team Teach training provides us with a solid model of behaviour management for all, which can be applied consistently across both residential and education areas of Parklands Campus.

We seek to work in partnership with the children and young people to support them to develop their skills and learn how to safely manage their emotions and feelings. Some young people who live in Action for Children services have contributed to the behaviour support policy and have made suggestions of how to avoid and minimise incidents and this is included in our training.

The nurturing ethos of the Campus is developed and maintained through training, team meetings, supervision and all daily activities. One of the most important ways that workers support young people is by being available to listen to them and spend time with them.

Our philosophy is based on mutual respect between all who live and work here and our expectations are that everyone’s behaviour should reflect this. Children learn to manage their emotions through positive relationships with calm, caring adults. All workers should strive to be good role models at all times. We have clear expectations and agreed boundaries that are reviewed regularly with young people.

Together with young people we try and identify triggers and events that may upset them and help them access things and develop strategies that will help them to feel better and manage distress. We try and reduce likely causes of stress and confrontation and understand what the sources and causes of conflict are. We will try to resolve conflicts, or support young people to resolve them themselves in positive ways.
Workers should not engage in power struggles with children and young people and there is an emphasis on de-escalation or diversion. Staff will try and prevent incidents or defuse them by reacting calmly and reducing stimulation if young people are over aroused and direct young people to use their individual coping strategies.

Throughout the Campus, there are several designated “safe areas” where children can go if they are in need of “time out” and space away from others, such as:

- The swings
- The skate park
- The pagoda

**Physical Management**

Action for Children uses this definition:

There are different types of restraint but they all involve limiting or restricting a person’s liberty, behaviour or freedom of movement (Paley and Brooke 2006)

- We do not use a restraint unless there is a real danger of harm or likelihood of serious damage to property.
- Any use of restraint is recorded and monitored at a project and organisational level.
- We do not use restraint to enforce compliance.
- If we have to use a physical restraint it will be in line with the BILD Code of Practice. It will be for the shortest time and use the minimum force.
- If a restraint is used there is a post restraint procedure that includes recording, monitoring and reviewing.
- We ensure that the appropriate physical and emotional support is given to young people and workers afterwards and we will arrange for a medical practitioner to see the young person if they wish.
- We review the incident through debriefing with workers, life space interviews with children and young people.
- We hold a restraint reduction review if we have used a restraint and generate ideas about what we might do better next time and whether we could use less harmful strategies. We learn from each incident so we can improve things and reduce the use of restraint in the future.
• If there are restraints in young people’s individual behaviour support plans there will also be a plan of how we are going to reduce them.
• Any workers who are expected to use physical restraints are trained and assessed in Team teach and their skills are regularly reassessed.
• All workers that are trained to use physical restraint are aware of the risk of positional asphyxia.
• Parents/Carers and the local authority are made aware of our behaviour support methods and any restraints used pre-placement.

All staff at Parklands are trained in the Team Teach approach, with two onsite trainers available to provide guidance and expertise.

All parents and commissioners are aware that we subscribe to the Team Teach model of positive intervention.

Team-Teach training is fully accredited by the British Institute of Learning Disabilities and is affiliated to The General Services Association.

‘The Team-Teach model promotes the least intrusive positive handling strategy (physical intervention) and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised.’

Team-Teach

In short, this means that staff are trained to physically intervene in a situation only when it is absolutely necessary and after a range of other non-physical techniques have been tried. Any physical intervention is proportionate, necessary and reasonable according to the situation. However, in a situation that is deemed to be too dangerous for staff to intervene, other strategies will be sought.
Legal Justification to use Physical Intervention:

‘The use of force is likely to be legally defensible when it is required to prevent:

• self-harming;
• Injury to other children, service-users, staff or teachers
• Damage to property;
• An offence being committed; and
• In school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.’

The Team-Teach model stresses the importance of documentation that underpins and supports the process and people involved including: Policy (Local & Corporate), preferred de-escalation strategies, behaviour plans involving positive handling plans (PHP’s), incident reports, risk assessment forms, concerns and complaints forms, recording, continuous monitoring and evaluating.

Of paramount importance is the safeguarding of the young people in our charge in a supportive, stimulating environment in school and the residential homes. The staff at Parklands have recognised the benefits of ‘Team-Teach’ in keeping both themselves and students safe.

• The campus follows the Local Authority Guidance and Procedure on the use of Physical Management of Pupil Behaviour and Action for children restrictive Physical Intervention policy.
• Parklands Campus has a guide for children and young people on the use of Restrictive Physical Intervention. See Appendix 1
• Staff should also read the “Use of Reasonable Force” DFE 00060-2011
• The Campus adopts a “Restraint Reduction Philosophy”
• There will be a daily debrief for all incidents
• Pupil debriefs will take place as soon as possible/appropriate after the incident
Children who abscond

The Campus has formulated guidelines which are to be followed in the event of a child leaving the grounds without permission, see Appendix 2. In all cases the aim should be to ensure the safety of the child and on return the consequences/dangers of leaving the site unsupervised must be explained to the child/children. Each child has an individual risk assessment detailing the procedure to be followed.

Direct Behaviour Support

A SYSTEM OF REWARDS

At Parklands Campus we support and celebrate positive behaviour from children and young people. We do this through verbal praise for specific achievements and by using a reward system for positive behaviour.

This is developed and continually reviewed in consultation with children and young people at Parklands Campus

Behaviours which are to be targeted for improvement should be stated in the child’s profile/I.E.P

See Appendix 3

A SYSTEM OF SANCTIONS

If there is unacceptable behaviour we will try and find out the reason for it. If we use a sanction it will be a natural consequence and developmentally appropriate. We have a list of agreed sanctions which have been discussed with the children and young people and are reviewed regularly. If a child or young person receives a sanction or consequence it is recorded along with comments by the child or young person.

See Appendix 4

Participation

Action for Children has a strong commitment to the participation of children and young people in individual care plans and service design. Some children and young people who live in Action for Children services have contributed to the Behaviour Support Policy. They shared ideas about how to minimise and avoid incidents and said that they would prefer behaviour support plans to be called 'My Plan' to avoid negative associations.
At Parklands Campus children and young people also participate by sitting in Council and having Life Space interviews after behavioural incidents and working together with a key worker on their behaviour support plan.

If a child or young person wants to make a complaint about how behaviour support is implemented at Parklands Campus they will be able to access support from an independent advocate.

Any medication used to control behaviour is done so within the Action for Children Administration of Medication Policy and has a written protocol and clear criteria for administration from a medical practitioner.

Medication used at Parklands Campus will be as agreed in individual cases.

Any medication used to control behaviour as a PRN is done so within the Action for Children Administration of Medication Policy and has a written protocol and clear criteria for administration from a medical practitioner.

We do not use restraint as a punishment and we would not restrict family contact as a consequence or sanction.

Training covers potential causes and reasons for challenging behavior and workers are encouraged to see behavior as communication. Some children may have developed challenging behaviors as responses to past experiences or lack of appropriate nurturing. Some children and young people may have developmental delay in cognitive functioning, communication or emotional regulation and these deficits may also lead to maladaptive behaviours.

Training also covers personal responses of workers to stressful situations and challenging behaviors along with general attitudes values and beliefs. These subjects are also regularly discussed in team meetings and individually in supervision.

The Campus maintains a good relationship with the local police and police involvement is positive and kept to a minimum.

**Bullying**

We have a policy on bullying and are clear that it is unacceptable by Staff or children. Staff are aware of the Action for Children Anti Bullying Policy and Procedures.

The best way for Staff to prevent bullying is by being present when children and young people are around and having safe spaces for young people to talk to Staff.
Emergency/Crisis situations

The Campus has a clearly defined procedure which is to be followed in emergency/crisis situations.

The key principle is to ensure the Health and Safety of children and staff

**ALERT STAFF ON CALL**

**DE-ESCALATE THE SITUATION**

Remain calm, confident and in control of the situation
Do not make unnecessary demands of the child in crisis
Follow the child’s PHP
The primary aim is to calm the child and reach a solution to the situation
It is not a case of winners and losers

**STAFF CONSULT TO DETERMINE WHO FOLLOWS THE SITUATION THROUGH**

**INCIDENT TO BE RECORDED IN DAILY INCIDENT LOG**
(See Appendix 7)

**AT END OF DAY BRIEFING, INCIDENT LOG TO BE DISCUSSED AND VICE PRINCIPAL/PRINCIPAL DETERMINE THE RELEVANT ACTION TO BE TAKEN**
This will include completion of one or several of the following: Restraint book, incident report (See Appendix 8), accident form, safeguarding forms.

**ALL INCIDENTS MUST BE REPORTED TO THE PRINCIPAL/VICE PRINCIPAL AT THE END OF THE SCHOOL DAY AND RELEVANT PAPERWORK COMPLETED THE SAME DAY**

A REFERRAL MAY NEED TO BE MADE UNDER SAFEGUARDING PROCEDURES

CONSULTATION WITH OTHER PROFESSIONAL AGENCIES/PARENTS

Principal/Vice-Principal to determine if there is a need to consult with other agencies

**IT IS THE DUTY OF ALL STAFF TO FOLLOW THIS PROCEDURE**