

<b>Local Procedure Title</b>	Positive Behaviour Support
<b>Service</b>	Aspris Colleg South Wales
<b>ACS Policy number and title</b>	ACS 04 Positive Behaviour Management & Support
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<b>Local Procedure Author(s)</b>	Joanne Phillips
<b>Local Procedure Ratification</b>	Checked and approved by: Kath Lawler

## Introduction

Aspris College South Wales (ACSW) recognises the following definition of challenging behaviour: “Behaviour of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit or delay access to, and use of, ordinary community facilities.” (Blundell & Allen, 1987)

Our Positive Behaviour Support Local Procedure is guided by the College ethos:

- Development – We focus on development: building skills and knowledge
  - Resilient – We aim for resilience: preparing for the future
  - Adaptable – We teach adaptability: a ‘can do’ skill to cope with change
  - Goals – We work towards goals: with clear purpose and ambition
  - Optimism – All driven by optimism: having a positive belief in the successes
  - Nurture – Ang grounded in nurture: of a supportive and kind environment
- Aspris College North Wales provides full time education for students who are unable to attend mainstream college due to the mainstream colleges being ‘unable to meet the need’ of the student.

All our students have a primary need of social communication difficulties, ASD, associated learning difficulties and/or complex needs. We provide a safe, supportive and compassionate environment where students are given a broad, balanced, relevant and differentiated curriculum. The safety and wellbeing of our students is the colleges priority, and one of the ways that we achieve this by following our Positive Behaviour Support Local Procedure. The goal of positive behaviour support is ultimately to improve the quality of life of all who attend ACSW so that they have less need to use behaviours that challenge. Some of our students may present with challenging behaviour. However, behaviour in general terms, it is very varied and is present in many forms and in all situations. The aim of this procedure is to establish an overview of the approach to behaviour in a range of contexts. It will therefore refer to a range of other policies but draw the common themes from them all where possible. We aim to create and maintain a calm learning environment in which students, staff and visitors feel safe and secure with the knowledge of what is expected of them and what their roles, rights and responsibilities are.

## The aim of the procedure

- To create an environment in which all students feel safe and can work towards a stage where they are all ready to learn.
- To ensure that all students are treated fairly, shown respect and develop good relationships.
- To enable our students to develop a positive sense of self-worth, respect, and tolerance for others.
- To empower our students to take control and make positive decisions for their lives and communities.

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To empower adults to support our students' growing independence and understand how to skilfully support everyone's need. Planning to meet the needs in a person-centred way that promotes wellbeing and the opportunities for individuals to realise their rights.

Everyone should have the right to:

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being
- Be treated fairly and with respect
- Be listened to
- Be able to learn with minimal distraction
- Have quiet times
- Belong
- Have reasonable choice

## **Approach**

All our approaches to behaviour follow the principles and guidance outlined in the code of practice from the British Institute of Learning Difficulties (BILD). The approach to all behaviour issues should be proactive as opposed to reactive. The code of practice suggests a balance of 70% proactive, 20% active and 10% reactive. This balance needs to be expressed via a generic style of approach and open to regular review. To maintain a standard approach to the management of behaviour, Aspris Education Services have adopted a nationally recognised system – and all staff are trained in during their induction period or soonest after where possible.

### **Team Teach.**

Licensed by BILD and, as such, follows their code of practice. Its principles are of paramount importance which, together with Health & Safety and Safeguarding Risk Assessments, is a vital component of needs analysis for areas of the environment, as well as for the students themselves. Any definition of the range of challenging behaviours is not exhaustive; what may be challenging in one environment may not be challenging in another. It is important to understand the function of the behaviour in order to support it. A motivational analysis test is used to identify the function of the behaviour. Complex behaviours may have more than one function in different environments. Behaviour support programmes may take some time to establish desired results and, as such, are subject to continuous evaluation and adaptation.

## **Diversity and Responsibilities**

At ACSW we are aware that every student has a unique profile of behaviours as part of their diagnosis and staff are made aware of the range of behaviours of the young people prior to working with them, through the assessment process and transition (See Live File). ACSW addresses students with specific behaviours by implementing an Individual Risk Assessment, a 'Positive Behaviour Support Plan' and by monitoring Zones of Regulation. Students, who present challenging behaviour, through support mechanisms, will be provided with a programme and a learning support worker to work intensively with them. This provides continuity of approach and consolidates the proactive nature of support, through regular meetings, planning, reviews, and crisis analysis. Central logging of events is used as a monitoring tool by senior staff to review any problems or issues post- or pre-crisis; trends and patterns arising from this monitoring inform their response.

## **Rules and Clear expectations of Behaviour**

Good discipline and continuity are essential to create an efficient and pleasant environment in which all can work and learn. This includes staff self-discipline and good role modelling behaviours displayed to our students. Students at ACSW are made aware of the boundaries

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of acceptable behaviour and are supported consistently by all. Any behaviour which prevents teaching and learning, which harms other students, staff, or themselves, which damages property, and which violates the rights of others (e.g., to safety/privacy/enjoyment) would be considered inappropriate. Members of staff are constantly aware of the language they are using to the student and of the necessity of keeping communication short, simple, positive, and readily intelligible to a particular young person or group of young people. They are aware of how the volume and pitch of their voice can affect the behaviour of a student. Students are coached to understand acceptable behaviour through structured programmes and therapist sessions. The Student Handbook sets out expectations for prospective and new students. The College sets the establishment of clear routines, modelling good behaviours of all staff and students. There is a consistent attitude amongst staff as to what constitutes inappropriate behaviour, reflecting the Blundell & Allen definition.

## **Responses to Behaviour**

ACSW adopts a proactive approach to the management of behaviour.

**Physical Intervention** - some forms of physical intervention may be needed during the support of some young people who have reached crisis point. It is important to note that all physical interventions are a last resort; they are for the safety and well-being of the student and others in the area. The student MUST be kept informed of what you are doing and why you are doing it. After the student is calm, a member of staff must discuss with the student the circumstances around the event and if necessary, ask them if they need any further support from you. Staff at the college are encouraged to be defensive and stabilise any situation. Staff are also aware that challenging behaviour is non-personal and, as a result, they are non-judgmental about the reasons for any student's behaviour. **Restraint** – They are aware that any intervention under these circumstances must be “reasonable under the circumstances.” Any events of this nature are examined in detail and centrally recorded in the Incident Reporting procedure. Parents and social workers' departments are informed of any such incident.

**Sanctions** – There is an understanding that any student joining the College has a duty to self-regulate and be respectful to other students. Students are also subject to the guidelines for appropriate behaviour from ACSW, respectively. **Exclusions** – ACSW does not support exclusion as a method of behaviour management with the exception of breaches in Safeguarding, Abusive Behaviour, Health and Safety and Substance Misuse.

**Safeguarding** – The college has a separate policy and procedure for Safeguarding.

**Monitoring** – All records are monitored by the College and Service Managers of ACSW.

Records are centrally recorded also on MIS Engage and incident logs are kept within the College. Staff completing incident forms/logs must:

Complete on the day of the event.

Not take paperwork home with them.

Must attend a de-briefing with their Line Manager.

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Contents Checklist (Local Services may add additional items – this is a core list)			
Arrangements for Individual Meetings		Record keepings of first aid treatment	
Arrangements for Individual/Group Meetings		Training for colleagues	
Arrangements for Complaints		Monitoring arrangements	
Making anonymous suggestions and complaints		Arrangements for independent visitors	
Agreements for sharing information and feedback – individual and group			

**Local Procedure Review History:**

Date Reviewed	Reviewer	Summary of revisions