



Rugeley School

Positive Behaviour Support

Local Procedures

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Associated Priory policy	Positive Behaviour Policy	Number	ACS04 version 1
Associated Regulation/Standards	DFE Guidance 'Reducing the need for restraint and restrictive intervention' 2019 'Positive Environments in which Children Flourish' 2018	Number	
Setting	Rugeley School	Signature	
Quality Assured by :	Anthony Armstrong Regional Director	Signature	
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Abstract

Rugeley School offers all students a highly bespoke curriculum that encourages them to develop their individuality, confidence, self-esteem and independence. Through effective teaching and adapted learning our highly trained staff team equips all students to gain knowledge, understanding and skills for life. The school mission statement states:

'Making every second count!'

'Through a personalised curriculum delivered in a structured learning environment underpinned by physical exercise and a multisensory approach Rugeley School respects young people with autism and prepares them to be as happy and independent as possible.'

Students who enter the school in KS1 will follow an EYFS style curriculum approach working towards targets which support their level of ability this may be the early learning goals or key stage standards. Throughout KS2 to KS5 Rugeley School students will follow one of two curriculum pathways sensory or progressive. This is determined based on their individual needs, peer group and cognitive ability. Class groups consist of a maximum of six students, that have a range of ability. Students participate in a meaningful curriculum, with high expectations, where they are challenged to make at least good progress, through stimulating and dynamic lessons. Student self-regulation is embedded throughout the curriculum alongside a fully integrated model of therapeutic support.

Aims

- To ensure that the curriculum is inclusive, informed, structured and builds upon prior learning, meeting the changing needs of all our students.
- To enable students to overcome barriers to learning through self-regulation, support strategies and a personalised curriculum.
- To recognise the individual needs and talents of each student to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities, underpinned by a respect for British values. To oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination whenever it is found in line with the Equality Act 2010. For further information please see appendix point 1.
- To foster an environment that values the voice and views of all our students, parents and carers, staff and other professionals involved with the school.

Philosophy

At Rugeley School, positive behaviour support is an integral part of the systematic educational approach, which aims to achieve social independence and dignity. Rugeley School aims to enhance the student's life with the development of appropriate social relationships, through the opportunity to experience activities and hobbies and from a busy active day, which has an ebb and flow, to ultimately give the student opportunities for self-regulation.

Rugeley School is committed to promoting appropriate and socially acceptable behaviour through the development and maintenance of a learning and caring environment, that enables the children/young people to reflect upon their behaviour and its impact on others both at home and at school.

The achievement of such an environment requires commitment from all staff to support the student to follow rules and boundaries expected in mainstream life and community. It requires a 'no blame' culture that is based on solution focused thinking and encourages problem solving.

Rugeley School recognises that communication difficulties can often be the main cause for behaviours of concern for children and young people with autism. Because of this, the school promotes a total communication environment with each learner having access to a speech and language therapist, a communication plan and multiple tools to allow for communication. Rugeley school uses verbal communication, Makaton signing, symbols support, visual timetables, now and next boards, choice boards, visual key ring cards, PECS and iPad software, to ensure that students are able to express their needs and understand what is being asked from them. This emphasis on communication at an appropriate level helps reduce anxieties and de-escalate potential behavioural incidents.

Principles

Rugeley School provides a consistency of approach that reflects the importance of preventing behaviour that will have a negative impact on learning and life. It strives to provide student with the opportunity to experience and learn clear rules and boundaries and respond appropriately to them. Principles and preventative strategies used across the environment to demonstrate this consistency include:

- Be treated as individuals and their views sought as appropriate to circumstance, age and understanding
- Be supported to live in a safe environment
- Be valued in respect of their gender, culture, ethnicity and sexual orientation

- Be supported to make appropriate choices and develop a healthy lifestyle
- Be protected from harm or the risk of abuse
- Be encouraged to participate in new activities
- Be encouraged to value the contribution of others and cultural, religious and ethnic backgrounds
- Be accepted by others regardless of the difficulties they may be experiencing
- Have access to and support of an advocate
- Be afforded appropriate privacy
- Have access to confidential support and advice

Practice

Rugeley School adopts a positive behaviour support approach which has been developed in collaboration with staff and parents/carers to use consistent responses in promoting positive and appropriate behaviour. These are through three clear behaviour expectations for students to adopt:

- 1- Be Safe
- 2- Be Respectful
- 3- Be ready to learn.

Rugeley school aims to support student to recognise the value of adherence to reasonable rules and expectations in the context of adult life. Natural consequence plays an important part in helping students to accept our expectations.

All Rugeley School staff complete training in positive behaviour support and learn how to integrate the three behaviours expectations within the daily routine. Staff promote the achievement of keeping the expectations of the school by giving students positive, regular and specific feedback. In some cases, reinforcers such as natural consequences, sanctions and the disciplinary process will be used to support the student to follow rules and these will be applied in the context of individual circumstances rather than a fixed approach.

The positive behaviour support team aims, through the input of the whole school, to promote quality of life for the students. This includes building relationships as a primary method of supporting students. This also includes promoting positive emotion, ensuring tasks and time spent within the school is engaging for the students and a range of achievements are shared to promote self-esteem.

Students should be given opportunity to co-produce plans, including their positive behaviour support plans if they choose to. Involvement throughout the school day should be implemented to promote worth and promote identity.

If students are displaying behaviours of concern (behaviours that could restrict their freedom, increase risk, or impede learning) the function of the behaviour should be identified to support in creation of interventions. For behaviour in which this is difficult to discern, the positive behaviour support lead will conduct a formal functional assessment through the BBAT tool. This may support identification before interventions are identified.

Staff use the following methods to support students and promote positive behaviour in the school:

- Consistent, succinct language describing behavioural expectations that set the rules and the boundaries.
- Encouraging appropriate behaviour from an objective, non-judgmental point of view where there is a space for students to develop an understanding of right and wrong in the context of responsibility.
- Using positive language to explain what should be happening
- Using the prompt or intervention that allows for the most independence (verbal prompt, visual symbols) and as grading up to using interventions that allow less independence only when necessary (full support).
- Maintaining high expectations – “you can do it”;
- Keeping students stimulated;
- The use of natural rewards and consequences;
- The use separation from the group to give time for calming with the aim of re-joining the group as soon as possible (see withdrawal);
- Offering a change of face (personnel);
- Offering therapeutic alternatives (sensory plan, movement break);
- Considering change or adaptation of environment.
- Offering access to a space room in order to promote self-regulation when difficulties arise (see withdrawal).

All of these approaches are employed whilst always ensuring that we are thinking of the students' safety, dignity, and methods of restoring confidence.

Reactive strategies employed by the school are as follows:

When a student experiences a rise in anxiety, upset or behavioural crisis it is important to support the student in identifying the cause of the upset. Finding out the reason for the behaviour is key to supporting change to prevent this occurring again.

Staff support the student to deal with the upset, repairing the upset and restoring relationships. This promotes a sense of completion and allows students to continue with their day, while promoting higher self-esteem. Students are then encouraged to evaluate the outcome of their actions.

A focal point of positive behaviour support is attempting to find the function of the behaviour. Some behavioural difficulties will be recurring and will require systematic intervention. The school employs an observation approach that focuses attention not just on the student's behaviour, but all the surrounding events and actions. In this way, the setting conditions are outlined, triggers for the behaviours are noted, the student's actions and those of others are detailed and the results are reported. Functional assessment screening tools may be used in addition to observation and staff discussion. This function can become the starting point of intervention in attempt to meet the needs the behaviour of concern meets.

Careful observation and regular review against a background of understanding autistic spectrum disorders is the key to effective intervention. Intervention is planned and agreed by staff; where possible, the student, parents/carers and other professionals should also be involved in the design of the intervention approach. The agreed interventions are recorded within a behaviour management

plan (positive behaviour support plan) that is then circulated to all relevant parties involved in the care of the student. Parents agreement is also sought before implementation.

The positive behaviour support plan details sensitivities, behavioural triggers and indicates specific actions to be undertaken (and language used where appropriate) by staff to support the student. Once implemented, the plan is monitored and evaluated by the staff team, with amendments made where necessary through a key members meeting. **All staff supporting the student must follow the positive behaviour support plan and know the strategies outlined, failure to do so may result in disciplinary action**

All Rugeley School staff are trained in a variety of behaviour support techniques which include positive behaviour support, de-escalation techniques, Team Teach (level 2 and advanced modules) and pathological demand avoidance techniques. This ensures that each member of staff has a toolkit of strategies and interventions to use to deal with behaviours that challenge and create proactive plans that prevent further incidents.

Restrictive Physical Interventions (RPIs)

Restrictive physical intervention is only one element of a whole program and is an ultimate strategy to be employed when all other de-escalation methods have been tried, the situation has not been resolved, and as a last resort. All staff will be provided with appropriate training through Team Teach. This aims to give staff increased competence and confidence when finding themselves within crisis situation and ensures that staff and children receive appropriate support during and after a physical intervention has been used. All significant incidents and physical interventions are recorded electronically on ENGAGE recording forms. All staff working in direct regular contact with the student are trained to Team Teach level 2. This training is refreshed yearly. Select staff that work with more complex students are trained to an advanced level which is also refreshed yearly.

Team Teach relies on gradient control aiming to ultimately give the children self-control over their own behaviours. Staff members only take over control as and when necessary, but always give control back, and physical intervention must be used minimally. Parents and outside agencies are made aware of our use of Team Teach. Cases involving an advanced intervention are analysed by the positive behaviour support lead and reported through governance. An upward reporting system is in place and followed on an individual basis.

Natural Consequences must only be used if the child can learn from the consequences of their behaviour. The consequences must make sense, be connected to the actual behaviour in some way and take place within an appropriate time frame.

Within school withdrawal is used as a method of removing a child or young person from a situation which causes them anxiety or distress and taking them to a safer place, such as a corridor or space classroom, where they have a better chance of self-regulating. Where withdrawal is against the individual's will ('imposed withdrawal'), it is a form of restraint carried out under the school's duty of care to protect the student from harm, or risk of harm, to themselves and/or others. Any use of force by staff in these circumstances must be deemed reasonable. In some cases, a child or young person may actively choose to move to a quiet space or space classroom for a period, for example when their anxiety levels rise and they are able to self-regulate, averting the need for restraint. This is described as 'autonomous withdrawal'. Staff should take steps to support them and monitor their progress. Where this is the case, appropriate provision should be made for this in the child or young

person's positive behaviour support plan and kept under review with the student and parents. This would not constitute restraint as the child or young person is free to leave the quiet space.

Rugeley School adopts the approach which allows students to access an area away from other students for a limited period, in what are referred to as space classrooms. Any use of isolation/seclusion that prevents student from leaving a room of their own free will should only be considered in exceptional circumstances. If this does occur immediate communication to a member of the senior leadership team or positive behaviour support team via the radio system, is completed. They will then go to the area and support and advice on how to proceed. Rugeley School ensures the health and safety of all students in these situations and follows requirements in relation to safeguarding and welfare. If the student requires the door to be closed and the staff member is outside the door, they should be able to always maintain visual observation and the door should be opened as soon as it is safe to do so and the student wishes it to be open. All staff should follow the guidelines of this being for no longer than is necessary and that the time spent there is used as constructively as possible. No child or young person will be denied time to eat or use the toilet. Staff will stay with the individual to support them and monitor their progress until they are ready to resume their usual activities.

The use of all forms of physical intervention and physical contact are governed by criminal and civil law. The unwarranted or inappropriate use of force may constitute an assault and may also infringe a child or young person's rights under the Human Rights Act 1998. The use of restraint can be justified for purposes set out in Section 93 of the Education and Inspections Act 2006 which allows the use of reasonable force:

- To prevent the committing of any offence;
- To prevent personal injury to, or damage to the property of any person (including the pupil themselves); or
- To maintain good order and discipline

All staff at Rugeley School are aware of the legislation regarding the use of physical interventions in school and are trained to only use when reasonable, proportionate and necessary and in the child's best interests.

Recording

Rugeley School aim to keep detailed records of individual student behaviours in order to inform current practice, keep positive behaviour support plans up to date and highlight patterns and difficulties they might have. To do this, two methods of recording are utilised.

The first recording system keeps account of significant behavioural incident. When an incident occurs involving a student the member of staff involved will record this as soon as possible using the ENGAGE system. The attached flowchart (see appendix) highlights the forms to use, where these are kept and the follow up to this recording.

The second method of recording is to monitor minor incidents. When a minor incident occurs, staff record this on a minor incident form. These record the antecedents, behaviour, consequence, and how effective the de-escalation was. These forms are monitored by the behaviour team and when necessary, allow for interventions to be planned with staff.

When a significant incident occurs staff record this on a ENGAGE the Aspris electronic incident report form. These forms are reviewed and closed the headteacher. The definitions for the ENGAGE levels of incidents are as follows:

Level 4 are the lowest level of incident that can be recorded and defined as 'Worried but...' – incidents which were worrying at the time, but which resulted in no injuries or impact for anyone involved and did not require a restrictive physical intervention (RPI).

Level 3 incidents are defined as incidents that are concerning, but the actual impact of them is moderate, they involve physical interventions which don't move to the ground.

Level 2 incidents are defined as 'Significant', there impact is concerning and a 'ground hold' has been used.

Level 1 incidents are defined as 'Severe'. This is the worst sort of incident – sometimes people call them 'Never Events' – this would include death, life-changing injuries, the actual abuse of a student, a running away incident where the student was not found.

The data from ENGAGE is then recorded on an excel spreadsheet detailing each student's frequency of incidents, ratings, injuries, accidents, marks, self-injurious behaviour, involvement as a victim and physical interventions per week for the whole academic year. Individual student behaviour reports use this data to provide a detailed analysis of patterns and trends of incidents and inform changes in strategies.

When a student has engaged in a level 2, 3 or 4 incident, their parent or carer is notified of this. The student's class teacher/instructor will initially write this into their home/school diary and then call and email with further details. This is done in a time sensitive way ensuring that parents/carers are informed within five days of the incident occurring.

Review

Frequent monitoring by the behaviour team is completed. A weekly report is created for the operations director, detailing the amount of incidents recorded over the previous week and any increases or high levels of behaviour for a particular student. This report is written by the behaviour team and read by the headteacher and regional director and feedback are given.

A report each term is produced which highlights the total amount of level incidents per student per half term, number of physical interventions used, number of injuries because of physical interventions amount of student that have been involved as a victim in an incident, amount of self-injurious behaviour reported. This report scrutinises incidents and RPIs and identifies actions to be taken to ensure that further strategies can be implemented to reduce occurrences of these. This is also reviewed by governors and fed back to the whole staff team.

To support these data a brief description will provide details on any fluctuations in the frequency of incidents reported for individual student and if any positive behaviour support plan Meetings are to be held to review strategies. This will also allow for comparisons to be made half termly and across class groups to focus key behaviour interventions.

A yearly report will be compiled of using data from the termly reports. This will inform the senior leadership team and governors of successful interventions and strategies that need to be reviewed,

groups of student that need PBSP reviews and general trends in frequency and amounts of physical interventions used.

If following the recording and reviewing of an incident, staff, parents, carers or any other stake holders, feel that it has been dealt with inappropriately at any stage, they are directed to Rugeley Schools complaints policy and procedure to raise a concern through this process.

Debrief

Following any incident that a student has found upsetting they will be offered a debrief by a staff member familiar to them. Following the Team Teach 'Stages of a Crisis', it is student specific as to when this debrief is covered to ensure that they are calm enough to use it as a learning point and not too anxious to cycle back into crisis. Each class group has a 'debrief folder' which has a range of questions and pictures to work through with the student to explain what happened, why it happened, why a restraint may have been used, how they are feeling and what can be done in the future to prevent it happening again. This debrief is completed by staff that have a good working knowledge of the student's level of ability and communication skills, to ensure it is delivered at an appropriate level of understanding. During this debrief, if a student requires the use of an advocate, this will be offered.

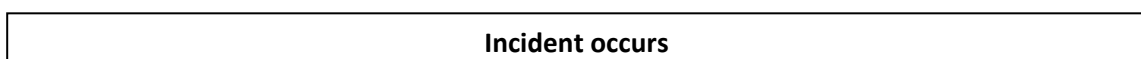
Any staff member that is involved with an incident that is recorded as a level 2 on ENGAGE, or is otherwise deemed necessary by the behaviour team, has a formal debrief with a member of the management or behaviour team. This debrief covers what happened in the incident, what changes could be implemented to avoid it happening again, the staff members wellbeing and if they feel they have been supported. Any lessons from this are inputted onto the ENGAGE form when being reviewed and shared with the class team.

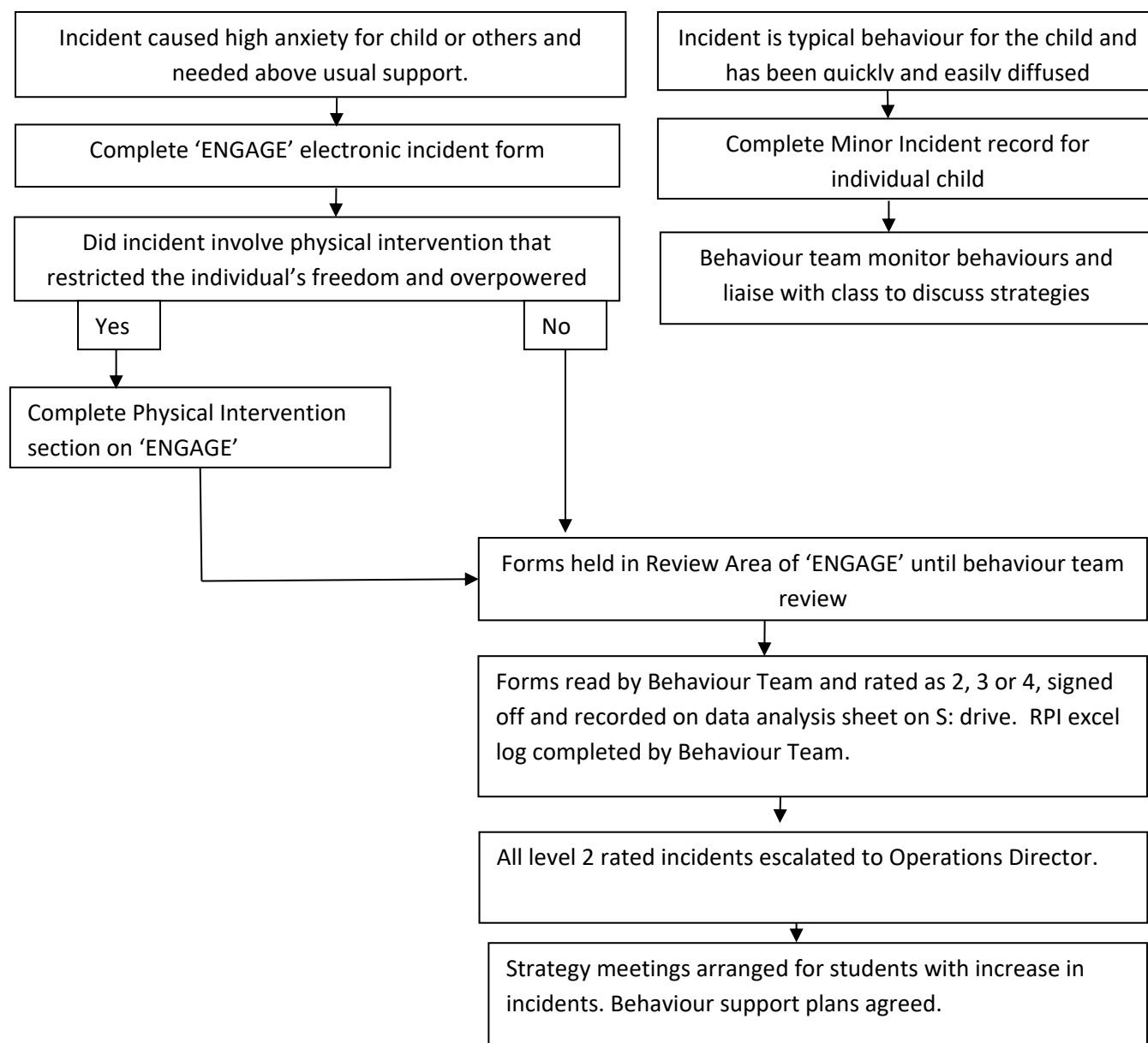
Safeguarding

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, students, parents/carers, visitors and volunteers to share this commitment. A safer setting starts with safe individuals.

Appendix

Flow chart of Incident reporting at Rugeley School





What constitutes an incident?

"A situation that causes or is likely to cause harm to self, the environment or others and there is a need to redirect from the usual situation or environment"

The definitions of the 'ENGAGE' levels of incidents are as follows:

Level 4 are the lowest level of incident that can be recorded and defined as 'Worried but...' – incidents which were worrying at the time, but which resulted in no injuries or impact for anyone involved and did not require a Restrictive Physical Intervention (RPI).

Level 3 incidents are defined as incidents that are concerning, but the actual impact of them is moderate, they involve physical interventions which don't move to the ground.

Level 2 incidents are defined as 'Significant', their impact is concerning and a 'ground hold' has been used