

# Management of Support for Challenging Behaviour

## **POLICY STATEMENT:**

The college approach to behaviour support for young people with conditions that manifest in complex behaviours, promotes non-violent, no restraint, proactive behaviour strategies, mutual respect for students and staff and respect for property. It is based on the encouragement of appropriate behaviour and morality through positive reinforcement. At the same time, students are guided towards increased self-discipline and responsibility for their own behaviour. This approach is translated into policy and practice throughout the college, through a broad consistent framework, which allows for flexibility in order to meet the diversity of student needs within the college, both on and off their programme and address issues of equal opportunities, beliefs and cultures. As a result, this supports an inclusive staged approach for students to progress to where their needs are best met across college provision. The college operates management of behaviour support strategies for young people with complex needs that may require specific interventions to reduce behaviours and manage crisis situations which impact on learning and personal development. The PROACT-SCIP approach will be adopted by staff as the method for supporting students with complex behaviour needs.

## **DETAIL:**

The environment and organisation of the College is under constant review to promote learning in a calm, warm, safe and friendly atmosphere. Key features of this approach include:

- ◆ Trained and qualified staff, with on-going in-service training programmes. Communication Support Worker (CSW) for students with Sensory loss, learning difficulties and disabilities and complex needs have acquired considerable experience, varied specialist skills and knowledge relating to a wide range of disabilities
- ◆ An emphasis on proactive positive behaviour support skills and the provision of opportunities for success
- ◆ Planned, structured, activities
- ◆ Communication appropriate to individual students' needs
- ◆ Staffing at appropriate levels to meet students' needs
- ◆ Appropriate levels of support and management out of class
- ◆ The use of agreed and planned physical interventions

In these ways, the college promotes and encourages positive behaviour through its planning. Where difficulties do arise, there are clearly identified strategies and approaches:

- ◆ Consultative and practical advice and intervention; case discussions; individual consultations and, where necessary, more specific individual intervention and management programmes, are available through members of staff and Managers
- ◆ A system of incentives and sanctions operates across the college and takes into account the range of students' needs across all sites
- ◆ Behaviour support is a regular agenda item for staff at team meetings and is subject to monitoring and the review of Behaviour Management Plans
- ◆ Review of individual behaviour through support, staff discussion and analysis follow incidents of inappropriate behaviour

Where there is concern about a student's needs, every attempt is made to involve the student and where appropriate, parents, in discussion and planning to help the student. Where necessary, Local Authority advisors, social workers or other professionals, may be invited to become involved.

In cases where there is a social, emotional mental health need leading to disturbed behaviour, medical advice is sought to link with counselling, Early Help, guidance and behavioural methods of management.

Every effort is made, in partnership with the student, parents and any other professionals involved, to resolve a student's difficulties. In extreme cases, if a student jeopardises the health and safety of students or staff, or endangers other students, he or she may be suspended pending a meeting to decide on future action regarding needs, review of the individual behaviour support plan, provision and placement.

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## **Incentives and Rewards**

Throughout the college, there is an expectation and encouragement of good behaviour and respect for others. Staff work towards the development of independence and responsibility in the students at an appropriate level. The aim is for students to understand the rules of socially acceptable behaviour as they develop greater responsibility and maturity; a system of incentives and rewards supports staff and students in the pursuit of this aim. These include:

- ◆ Programmes of personal and social education which emphasise rights, rules and responsibilities
- ◆ Praise and acknowledgement from staff
- ◆ Celebration of achievements
- ◆ Choice in activities and leisure pursuits
- ◆ Selection of rewards that are meaningful to the individual student

## **Incidents and Sanctions**

Incidents and unacceptable behaviour are recorded on an incident form (Appendix Two). This includes information about incidents which will be brought to the attention of the Manager. Availability of the Manager ensures that they are alerted to significant or serious incidents when they occur and that they are also available to discuss and advise on other occurrences or incidents in their daily contacts with staff. Serious incidents are discussed with students and parents / carers at the earliest opportunity.

Where a student's behaviour is such that a sanction is deemed necessary, an incremental approach is taken related to the seriousness of the behaviour. This will happen as soon as possible after the incident to increase awareness of issues. Sanctions may include:

- ◆ A reprimand from a staff member or senior staff member
- ◆ Removal from the setting
- ◆ Work completion, particularly where the misbehaviour is related to disruption of work task
- ◆ Temporary loss of privileges
- ◆ Temporary removal from other students and normal activities, such as extracurricular visits
- ◆ Letters of apology or some relevant form of restitution
- ◆ The Student could be asked to have "reflection" time away from the College
- ◆ The parent/carer may be called to collect their son/daughter if the Manager deems this necessary

Where possible, sanctions will be pertinent to the misbehaviour, e.g. for non-accidental damage to property the student is expected to contribute towards replacement or repair. All sanctions must be reasonable and fair, whilst at the same time indicating clearly to students that they are responsible for their behaviour and consequences and that certain behaviours are not acceptable.

Whenever possible, the student will also be involved in the management strategy in order to harness cognitive and motivational aspects. The plan may include counselling, self-recording of behaviour or an agreed behaviour support plan with carefully defined objectives and incentives. Parents/ carers may also be involved, where appropriate, in order to include behaviour in the home setting.

For students with global learning delay and complex behavior needs, sanctions may not be appropriate and a greater emphasis will be on the triggers that result in challenging behavior.

## **Behaviour Support Plans**

At the point of application, if an applicant's behaviour is considered to be at a level which is an extreme risk to others or themselves and beyond the management of behaviour processes provided, the Support Manager will make the case as to the suitability of the college as a placement to the parents /carers and respective Local Authority. Should a young person present with such behaviour during the period of their training, the Manager, with the Campus Principal, will make the decision whether to exclude the young person, having sought reasonable adjustments and holding an emergency Educational Health Care Plan review.

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Management of individual students who present with challenging behaviour is arranged through case discussions in which a risk assessment and behaviour support strategy is drawn up. This approach is based upon behavioural principles and includes:

- ◆ A clear description and analysis of the behaviours which are giving cause for concern
- ◆ The context of the student's needs
- ◆ An examination of recent events leading to the case discussion
- ◆ The consequences of the student's behaviour with reference to sanctions and outcomes
- ◆ Appropriate interventions to be individualized to the individual student
- ◆ The PROACT-SCIP principles and methods will be used to support strategies to manage behavior this is nationally accredited by BILD the British Institute for Disability. The college is now part of the Kent PROACT-SCIP network which requires annual update training for trainers and staff
- ◆ Support managers are trained as PROACT-SCIP trainers and have responsibility to train all learning support staff and to ensure that the appropriate practice is implemented
- ◆ On any occasion that a physical intervention is implemented there must be a de-brief and record made of the behavior and intervention used

### **Extreme cases**

In the most extreme of cases when a student's behaviour is affecting the safety of others or their own safety and/or seriously damaging property. The college Health & Safety and Security staff who are trained in the SIA methodology and principles to manage and control behaviour may be called to diffuse and de-escalate challenging situations. In all such cases the action will be justified, authorised, proportionate and necessary. Any incident where SIA or PROACT/SCIP methods have been used must to be written up as soon as possible. Staff must meet to debrief, to provide the opportunity for the incident to be reviewed, for lessons to be drawn from it and to support any staff member who may have been involved, to help them deal with any emotional after effects. Parents must be promptly notified of the incident and invited to discuss ways of preventing out of control behaviour.

On no occasion can any member of staff restrain a student.

The inclusive, open college environment is not considered by the college to be a suitable place of learning for young people who demonstrate extreme physical behaviours which are integral to their condition. Where restraint has had to be used frequently by a previous provider as a means of protecting the young person and others, the college will use the information on incidents and risk management to decline an Educational Health Care Plan consultation.

### **RELATED DOCUMENTS:**

- **Procedure for Management of Support for Challenging Behaviour**
- **Management of Support for Challenging Behaviour Information Booklet**
- **Procedure and Support Plan To Manage Risk**
- **Incident Report Forms**
- **Behaviour Assessment Checklist**
- **Behaviour Frequency Monitoring Form**
- **Behaviour Management Plan**

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