

Behaviour Policy and Procedures

This policy refers to 'the organisation' throughout and in doing so is referring to Phoenix Autism Trust.

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1. The Context

Phoenix College values, require all policy and practice to afford our students the teaching, support and the environment which brings dignity, compassion and respect as a standard.

We aim to improve the quality of life of our students while they are with us and to ensure this quality of life continues into adulthood. It is based upon a person's indisputable rights to be:

- treated with dignity and compassion
- valued
- listened to
- supported to have the best quality of education and support possible
- empowered to make choices and decide on how they want to live their life.

This policy must be read in conjunction with the following policies:

- Staff Code of Conduct
- RESPECT: Student code of conduct
- Child Protection Policy and Procedures
- Adult at Risk Safeguarding Policy and Procedures
- Anti-bullying Policy
- Whistleblowing Policy

2. Our Principles:

- Phoenix College promotes a positive and supportive approach to behaviour, which provides the right support at the right time. We work within the 5P Approach which ensures positive approaches identified through a green zone.
- Our approach to behaviour and learning is also underpinned by SCERTS through which students learn to self-regulate and understand and manage their own behaviour. We teach our students new skills to minimise behaviour that challenges and seek for our students to engage in these new skills because they improve their life/make life interesting/meaningful for them.
- We aim to maximise the potential of each students learning by ensuring the College environment is safe, secure and is structured to meet their needs in line with the principles of TEACCH. We use enhance learning and provide prompts to help understanding in all areas of the curriculum.
- We understand that behaviour that challenges has a communicative intent. Students should be given maximum opportunities to communicate their choices throughout the day.
- Where a physical intervention (PI) is required it will only be used as a last resort; where a student is putting themselves or others at risk and all other non-restraints have proved to be unsuccessful. It must be reasonable, proportionate and necessary and must never be used as a punitive measure.
- Teaching and learning has a direct effect on the behaviour of young people, therefore we are committed to making learning motivating and engaging and matched to individual student's needs in order to encourage positive behaviours.

- We carefully monitor attendance and put systems in place to support students and their families if attendance falls below the required target. This will often include working with external agencies.
- We want to understand students' behaviour and will use an analysis of student's behaviour to do this. How we support the students will be based on this understanding and will be detailed in Behaviour Support Plans (BSP's). All staff who support the student will contribute to these plans, as well as the student themselves, whenever possible. We recognise and respect everyone's individuality and will support students based on their individual needs. This means we will support different students differently. Staff at all levels, and in all roles, will have the necessary skills and competencies to support behaviour.

3. The nature of challenging behaviours

Challenging behaviours can be passive or active. Challenging behaviours must be recognised by staff as serving a purpose for the young person and communicating a need.

Challenging behaviours might fit into the following categories:

- Aggression and physically challenging actions
- Inappropriate noises
- Misuse of property
- Socially inappropriate behaviour
- Self injury and self-stimulation
- Distractibility
- Non-compliance
- Attention seeking

It is just as important to meet the challenge posed by passive manifestations of some of these categories, as it is to deal with the active ones.

Strategies to support positive behaviours

The College has adopted the Team Teach approach and philosophy towards behaviour management. All staff have access to relevant training based on this philosophy to ensure they are able to deal effectively with crisis and prevent injury or harm to staff or students.

We promote and encourage appropriate behaviour conducive to learning.

This is achieved through:

- Being flexible to meet the needs of the individual
- Recognising and supporting the student's sensory needs
- Recognising and promoting achievement of specific targets as part of the students Individual Learning Plan (ILP) and Behaviour Support Plan (BSP)
- Using a range of rewards/motivators that are specific to the student's individual needs and sensory behaviours
- Behavioural Analysis kept in relation to a student's behaviour patterns and the data used to develop a BSP.
- Teaching the 9 critical communication skills throughout the day
- Making activities functional
- Celebrating achievement
- Encouraging students to make positive, independent choices about ways to self-regulate
- Recognising a student's individual need and identifying the green zone strategies to ensure these are met

We actively encourage communication and student voice

This is achieved through:

- Developing good listening systems within College
- Direct teaching and modelling from adults.
- Encouraging the use of PECS throughout the day where needed by students.
- Providing communication tools, symbols and visuals across the College environment to encourage and facilitate spontaneous communication.
- Allowing processing time for the students so they can communicate.
- Sabotaging activities during the day so the students have to request
- Providing clear visual prompts for the students to use.
- Providing choices throughout the day.
- Interacting with the students.
- Using visuals to provide clarity for learning and for behaviours.

We work with all parents and carers.

This is achieved through:

- Good communication to parents both positive and negative eg. Home-College books, phone calls and regular meetings to discuss behaviour issues
- Encouraging parents to attend whole College events.
- Sharing ILPs, Behaviour Support Plans and Annual Reviews with the parents.
- Providing visual supports for the home
- Modelling to the parent in College
- Supporting parents in liaison with other professionals
- Providing consistent communication systems at home and at College
- Listening to parental views and ideas
- It is the responsibility of the parent to inform the College of any medication or changes of medication, any trauma and behaviour problems experienced at home.

Use of rewards and motivators

- Rewards are used to support individuals in establishing good behaviour on an individual basis, as appropriate. Their use supports the student in understanding the consequences of good behaviour and to feel valued.
- Motivators, which are appropriate and personal to each student, are used to help some students understand that they can have favourite things if they are able to complete a task.

Use of 5P Green Zones within 5P approach.

- All students are supported to remain calm, focused and engaged at College through the use of individual Green Zone strategies. These strategies will support a student in all areas of communication, learning style and sensory needs. Where appropriate students will be encouraged to request needed support strategies to develop independence. Green Zone strategies should be regularly reviewed and updated where needed.

4. Bullying

The student code of conduct and RESPECT is committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere free from oppression and abuse. All cases of bullying are serious and any behaviour that adversely affects the well-being of another will not be tolerated. **(See Anti-Bullying Policy)**

5. Behaviour planning

In order to manage students' behaviour, it is necessary to develop a plan of action. Phoenix College uses the 5P approach in doing this. This plan should take into account all the factors influencing the student's behaviour

Staff should:

- Complete an analysis of the behaviour. (Staff may request support for this from VA or Team Teach tutors)
- Hypothesise from the analysis why the behaviour may be occurring and what strategies may be effective
- Create a student profile using the 5P approach identifying positive behaviour strategies (green zone) and strategies that will reduce the need for intervention
- Plan what visuals, language, critical communication strategies and motivators may be effective
- Develop a clear set of de-escalation and preventative strategies that are appropriate to the student in order to minimise crisis situations. Staff working with the student must be aware of these and implement them consistently.
- Plan for physical breaks, sensory support, intensive interaction where necessary
- Encourage students to become independent in requesting positive breaks, supporting the students to self-regulate and therefore avoid reaching crisis stage.
- Complete a Behaviour Support Plan (BSP) (active strategies amber zone, reactive strategies red zone)
- Communicate the plan to the parents and all staff involved with the student.
- Review the plan regularly and change details as necessary. Communicate with staff

Assessing and managing risks

The term “risk” refers to any circumstances, which could lead to adverse outcomes for the student, staff or others. Whenever a risk is foreseeable, a risk assessment should be carried out to identify risks and assess the potential dangers they pose.

Staff should:

- Monitor the level of risk currently posed by the student.
- Record any PI used.
- Write a clear risk assessment
- Review the risk with relevant members of staff regularly and address them in the Behaviour support plan (BSP)

6. Documentation: Behaviour Support Plans and Individual Risk Assessment

Staff and students have the right to feel safe and be protected within the College environment. However, all challenging behaviours can be a potential risk to staff and other students and should therefore be regarded seriously.

Any student who has some form of challenging behaviour could be a potential risk to staff or other students and MUST have a Behaviour Support Plan (BSP) and a Risk Assessment (RA). Some behaviours are predictable and happen regularly. Other behaviours may be infrequent and totally unpredictable. After these behaviours have happened once they MUST be planned for.

It is the class teacher’s responsibility:

- To consider the behaviours of the students in the class and liaise with staff when writing a BSP and RA.
- To review them regularly and update any changes that may be occurring.
- To ensure the copy of the updated BSP and RA is correct on the on the student’s ILP on the server

- To ensure that all staff teaching a student are informed of the behaviours that may occur.

It is the responsibility of other staff teaching the students

- to make themselves aware of ILP's and specific BSP's.

The Behaviour Support Plan is a working document that must be reviewed regularly through:

- Student's behaviour monitored, recorded and analysed
- Clear development of and thought given to de-escalation strategies and preventative measures that are appropriate for each individual student.
- Strategies agreed and evidence collected of any improvements
- Feedback through liaison meetings to record progress
- Information about effective visuals in place to support the student
- Update meetings held with Team Teach Behaviour Tutors if necessary
- Update meetings with Principal.
- All Staff involved with student informed of any changes to the plan
- Parents involved in changes and implementing strategies at home
- Parents receive a copy of the agreed plan

7. Procedure for incidents of Challenging Behaviours:

In the event of an incident occurring there is a procedure that must be followed at all times.

- When an incident occurs the BSP must be followed and agreed action taken
- The incident must be recorded on DatabridgeMIS completing all the relevant criteria. It should also record any action that was taken including Physical Interventions (PI).
- If the challenging behaviours are recurring with a specific student then a Daily Incident Record Form can be used to record the time, place and behaviour that is occurring throughout the day.

- The class teacher must be informed of the incident and of any injuries that may have occurred to students or staff. This can be through DatabridgeMIS.
- Staff dealing with the incident must record any injuries they have received on DatabridgeMIS and follow the first aid procedure in the office.
- If another student has been injured, then this must be recorded on DatabridgeMIS.
- First Aid must be given to the injured student and time given for the student to calm down and relax. This must be recorded on the First Aid slip in the office.
- Parents must be informed of the injury by a phone call and then through the Home/College communication book or with a letter.
- Teachers should keep a log of phone calls either via email or in their diary.
- In the case of serious injuries, follow up calls should be made to ensure that the injured student is better.
- The Curriculum Lead/Principal needs to be informed of any serious challenging behaviours and advice given as to what to do next.
- The Principal may seek advice from other professionals as appropriate
- A Curriculum Lead/Principal must be informed of all serious incidents and if support is needed in the classroom
- There should be a debrief at the end of the day with the staff line manager or Principal.
- Advice and support on behaviour or writing BSPs and RA can be gained from the Curriculum Lead/Principal
- The Principal will be notified of all incidents through DatabridgeMIS.

Procedures for crisis intervention

Challenging behaviours may escalate to a crisis situation when more than one adult is needed to help support a situation. Most crisis situations happen when the student has no coping strategies and has reached a high level of anxiety due to the situation or an event that may have triggered the behaviour. The behaviours may become more difficult to cope with and the risk to adults and students may increase. Most behaviours will have been considered in a BSP and PI will be planned but some will be unpredictable and will lead to a dynamic risk assessment and an unplanned PI. Procedures for handling must be followed to ensure the

safety of adults and the students. Any student with challenging behaviours must have a BSP and a RA that is shared with all adults that work with the student.

Any crisis situation is always better dealt with by adults who know the student. In all crisis situations the class teacher should be informed immediately so they are able to help with the assessment of risk.

The Curriculum Lead or Principal can be called throughout the day if the staff dealing with the situation feels it is necessary at any time and if there is a risk to staff, students or property. It is suggested that a Senior Leader has a walkie-talkie that she/he has with them at all times during the day if asked to be “on call.”

A diagrammatic representation of crisis intervention procedure can be found in Appendix 2

8. Appropriate Touch

Touch is essential in order to provide sensitive and good quality care for the students we support. Used in context and with empathy, it supports the development of our interactions with the students we teach. Touch must always be necessary and age appropriate. Staff must risk assess the situation when using physical touch.

Purpose of touch:

- Communication: reinforcing, supporting, guiding, interacting
- Physical prompts
- Intensive interaction
- Therapy: massage, sensory stimulation and regulation, rebound therapy
- Emotional reasons: reassurance
- Personal care: medical and nursing care
- Intimate care
- Protection

Staff should always consider touch as providing positive experiences/support and it should be consensual. As far as possible, the student involved should consent to any touch given and staff should be sensitive to any verbal and non-verbal communication they give that might indicate that they don't want to be touched. Staff should be sensitive to any changes of behaviour (over excitement or negative reactions) that might indicate the need to reduce or withdraw touch and record this on the student profile. Where possible, staff should minimise the use of touch in order to provide students with opportunities to complete tasks independently and to avoid a reliance on touch and prompts. Staff should always allow appropriate amounts of time to allow the student time to respond and complete a task or follow an instruction on their own.

Potential challenges of touch:

- Staff must be sensitive to the danger of touch being misunderstood and triggering sexual arousal and so must be alert to all feedback signals from the person they are working with.
- Students may inadvertently touch intimate parts of a member of staff's body when there is no sexual understanding or intent. Staff should withdraw without significant negative feedback and follow agreed plan. The incident should be recorded.
- **Intimate Care: It is never appropriate for staff to touch a student's intimate areas except as part of intimate or medical care (see Intimate Care policy)**

9. Use of Calming Rooms:

The use of a calming room is part of a planned physical intervention and recorded in a child's behaviour support plan and risk assessment and tracked through the use of DatabridgeMIS.

Staff should:

- Use visuals to support the student to choose what would help them recover
- Offer space and time in the calming room using a timer, cushions or other preferred materials
- Check, where possible, whether they wish to be alone or supported by an adult
- Keep the door open whenever possible to help with communication and calming

- Have motivators or relevant support items for students to request and use to help calm
- Where appropriate, offer alternatives i.e. breathing, counting, rocking, music etc.
- Enable the student to request to come back to the group when they are ready
- Record the use of the room on DatabridgeMIS

Where the calming room is used as a safe place for a student to go during a PI, the student should be shown visual supports and told that they will be given time away from the group and staff. If the door is closed the student must be continually monitored through the window and reassured.

If it is within the best interests of the student, there may be circumstances where the young person is prevented from leaving the calming room. In this situation the student must be monitored continually through the window and the door must be opened as soon as is safe to do so. A senior manager must be informed.

Staff should always check whether the student is able to communicate what they want or feel whenever possible to reassess their emotional state and continue with the agreed planned strategies.

Students should be encouraged and supported to spend positive time in the calming room so that they know they are a place of safety and a positive space in which to calm down in. This should be done when the student is calm and able to engage in motivating activities.

10. Confidentiality (see confidentiality policy)

It is important that a balance is kept between maintaining good channels of communication and the right of individuals to confidentiality.

Staff should:

- Share and discuss any issues concerning the student only with relevant members of staff and in a private area
- Matters concerning the students should never be openly discussed in front of visitors, in the staff room or in front of the student
- Keep confidential reports relating to challenging behaviour in the Student Record Files in the office.
- When out on a visit it is suggested that staff take the Phoenix Autism Cards to help the community understand challenges if they should occur. These can be found in the office.

11. Safeguarding

Students should always feel safe, calm, valued and supported in College. It is their right to always be treated with dignity and respect.

12. Equal Opportunities

We aim to provide equality of opportunity for all students regardless of potential challenging behaviour. All students in Phoenix College are given equal access to experiences, resources and opportunities to fully achieve their learning potential. Risk assessments and individual Behaviour Support Plans are written to identify potential difficulties and provide a consistent approach for staff and students. This process enables us to ensure that all students regardless of race, gender, class and disability will have equal access to the curriculum and outside activities.

Appendix 1: Everyday Top Tips

Staff should think about:

- Why is the behaviour occurring?
- Are there visuals to support the student?
- Does the student know what they are expected to do?
- Is there a risk?
- What is the student trying to communicate?
- Can the situation be avoided?
- Why am I moving the student?
- Is it easier to take the other students away?
- Do I feel confident with what I am doing?
- Do I need help?
- Am I angry?
- What other strategies can I use? (I am working for/motivators/break/movement break/sensory input?)

Staff must not:

- Pull a student's clothing
- Pull the student up from the floor by the arms or take them by the leg
- Hold a student down
- Turn the head of a student using the hair
- Lead a student by the arm around the room or corridor with them behind the adult not knowing what they are meant to be doing
- Tell a student what not to do instead of what to do ie don't kick me
- Punish the student with threatening language or make threats eg.no lunch/no snack
- Dig finger tips into the student's arm
- Deal with a student when angry
- Talk negatively about the student in front of them
- Talk aggressively or negatively to a child whilst using a P.I.
- Tackle the challenges alone

Things to remember:

- Keep language to a minimum
- Provide the student with a means to communicate throughout the day (PECS)
- Provide students with learning breaks or physical movement where necessary
- Enable the students to use the critical communication skills throughout the day
- Ensure Green Zone strategies are in place
- Guide the student to where they are going when necessary
- Use physical prompts rather than verbal prompts
- Say what the student is meant to be doing eg. Sit down/worktime now
- Use the first and then strips
- Use visual strategies or objects of reference to ensure the student knows what is expected of him/her at all times throughout the day
- Use social stories to support student's understanding of the required behaviour
- Ensure all staff know strategies decided when dealing with challenging behaviour
- Be consistent at all times and follow agreed plan
- Be patient and wait for a student if they have dropped to the floor unless part of an agreed plan
- Encourage student to do what they should be doing using motivators and positive language at all times throughout the day
- Support all transitions throughout the day with visuals
- Ask for help when you need it
- Plan for distraction, calming and positive/negative responses to behaviours
- Support consequences to behaviours with visuals
- See support from others as positive!
- Every Serious incident needs a De-brief

Appendix 2: Crisis intervention procedure

CRISIS SITUATION
<p>Person A with the student assesses the risk to the student and other students/adults in the area/property Calls for help if needed or help script used by Person B “I am here to help”</p> <p>Class Teacher is informed if not already present.</p>
<p>Person A with the student remains calm, reduces language and any demands and tries agreed calming techniques/visual strategies/communication</p>
<p>Person B remains if necessary using no language and providing support through use of visuals</p>
<p>Person A with the student assesses whether to move the student or to remove the others from the area. Person B waits for instructions from person A</p>
<p>Person A leads on the PI with person B if necessary. The student is taken to agreed safe area.</p>
<p>Agreed procedure is followed from the BSP including visuals to support understanding</p>
<p>Assessment of injuries and of Person A / Person B emotional state and any changes of staff made. First aid procedures followed</p>
<p>Assessment of student and other students made and support given where necessary</p>
<p>Curriculum Lead or a Senior Manager informed and asked for help if needed</p>
<p>Continuous assessment made of the safety and welfare of student and staff dealing with the situation and time given for calming down. BSP procedure followed for returning to class</p>
<p>Record made of incident and PI used on DatabridgeMIS</p>
<p>Parents/carers informed by telephone call or in writing, if appropriate, and record made of the call on DatabridgeMIS</p>
<p>Debrief given with line manager or team leader at the end of the day and any referrals made.</p>