

Policy for Positive Management of Behaviour

Cambian Spring Hill School

Policy Author / Reviewer	Samantha Campbell / Clinical Team
Approval Date	2021-10
Reviewed	November 2023
Revised	February 2024
Next Review Date	November 2024
Version No	2.1
Policy Level	Local
Staff Groups Affected	All Staff

Contents

1.	Monitoring & Review	2
2.	Purpose – Aims & Objectives	2
3.	Key Beliefs.....	2
4.	Supporting Self-Regulation and Positive Behaviour	6
	The Quality of our Relationships	6
	The Quality of our Relationships with Parents, Carers and Social Workers	7
	The Quality of our Relationships with other Professionals	7
5.	The Quality of Our Provision	8
6.	Organising the Classroom for Effective Communication and Behaviour	8
	Class Rules.....	8
	Routines	9
	Class Teams	9
	Communication and Social interaction Difficulties	9
	Sensory Processing Needs.....	10
	Understanding Self-Injurious Behaviour.....	11
	The Language of Choice	12
	Rewards	12
	Consequences.....	12
7.	Clinical Services Roles.....	14
	Senior Mental Health Practitioner	14
	Occupational Therapy (OT).....	14
	Speech and Language Therapy (SaLT)	14
	THRIVE Practitioner/Clinical Therapy Assistant	14
8.	Appendix 1: Multisystemic Positive Behaviour Support Framework	15
9.	Appendix 2: Multidisciplinary Assessment.....	16

1. Monitoring & Review

The Policy Author will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later one year from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:



Samantha Campbell

Principal

February 2024

2. Purpose – Aims & Objectives

- To provide guidance to teachers, learning support assistants, parents/carers, governors and other stakeholders on how support our learners to self-regulate, manager their behaviour and feel safe so they are ready to learn
- To provide a framework for our collective beliefs, understanding and insight into human behaviour as it relates to learners with complex learning needs at Spring Hill School
- To provide a holistic and inclusive model for our understanding of self-regulation and behaviour needs.
- To underpin our beliefs with clinical informed practice.

3. Key Beliefs

Supporting self-regulation and positive behaviour:

- The quality of our relationships
- The quality of our provision
- The relevance of the curriculum and its' impact on learners

Organising the classroom for effective communication and behaviour:

- Class rules
- Routines
- Communication and social interaction difficulties
- Sensory processing needs

- Understanding self-injurious behaviour
- The language of choice
- Rewards and consequences
- Reparation
- Descriptive praise
- Children and young people with exceptional behavioural needs
- Bullying
- Discriminatory language/incidents
- Restraint
- Restricting Liberties
- Corporal Punishment
- Contingent Touch
- Holding
- Monitoring
- Exclusions

All learners who attend Spring Hill School have an EHCP with a diagnosis of Autistic Spectrum Disorder or have significantly prolific ASD traits. Additionally, some children and young people (CYP) have identified associated Multiple Learning Difficulties, Severe Learning Difficulties, Moderate Learning Difficulties, Communication Disorders, Sensory Needs, Physical Needs, and/or Social, Emotional Mental Health Needs which may be attachment/trauma related. At Spring Hill School, we want our Positive Behaviour Policy to reflect our insight and understanding of the complex needs of our students and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner so they can be ready to engage with their learning. We incorporate a holistic approach to ensure we are reflecting and planning for the needs of all our learners with complex layered needs; structured professional's meetings focus on individual learner need and include input from teaching and support staff.

We consider that behaviours which challenge always happen for a reason and might be the only way a learner can communicate - it can arise for different reasons which are personal to the individual. Learners who display, or are at risk of displaying behaviours which challenge, might need support which involves both positive support, such as positive behavioural support, and some form of restrictive practice or intervention. Any restrictive intervention applied at Spring Hill is legally and ethically justified, is only implemented when absolutely necessary to prevent serious harm and be the least restrictive option. Currently, Spring Hill School uses Crisis Prevention Institute Safety Intervention

At Spring Hill School, we believe that:

- Our learners want to behave well
- Behaviour is a means of communication - we must ensure that all learners are supported to communicate their needs safely and appropriately using their preferred communication systems/style
- With the right support and intervention, learners can learn to self-regulate and manage their own behaviour
- Mistakes are part of the learning process and we recognise that all of our learners are at different stages of the developmental process which may not match chronological age
- All of our learners have learning difficulties and/or other complex needs which impact on how they learn to regulate and manage their behaviour
- Teachers and class teams must be given the opportunity to learn, understand and have insight into why our learners become dysregulated, and reflect on how/why it impacts on their behaviour through reflective conversations, supervision and CPD opportunities
- We must work collectively with our learners, their parents/carers (to include our on-site residential team) and other professionals to develop strategies as part of a positive behaviour support plan to support children and young people to self-regulate and manage their behaviour in a positive manner.

Support staff can support our children and young people by:

- Being mindful and reflecting on the quality of our relationships with each other
- Reflecting and being committed to continuously improve on the quality of our provision
- Reflecting with parents and carers and other professionals so we are well-informed and have insight and understanding of their individual needs
- Reflecting and planning the "scaffolding" we put in place to support them to learn self-regulation skills
- By observing, gathering and analysing data on behaviour - to ensure our interventions are personalised, well informed and planned according to the needs of each individual within the context of their class or within particular lessons on- and off-site
- To work in close partnership with our learners, their parents and carers and other professionals working with them e.g. occupational therapy, speech and language therapy, CAMHS etc.
- To invest time, and allow safe spaces and opportunities for learners to practise these skills and make mistakes from which they can learn, develop and grow.

The resources, interventions and learning consist of:

- A variety of individualised and accessible modes of communication e.g. visual timetables, social stories
- Clear and realistic expectations
- Rules and boundaries, which are consistently applied
- Routines with any changes planned in advance and explained clearly
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise which is proportionately applied
- Fair and predictable responses to both negative and positive behaviour

We believe that:

Our students want to behave well and believe that they are happy when their needs are understood and met, allowing them to self-regulate and therefore make good choices. We aspire to support all CYP to manage themselves and their positive behaviour should be recognised and acknowledged by adults and their peers. During the iSTART assessment period, and throughout their placement at Spring Hill, we consider individual communication styles, social interaction skills, sensory and emotional needs as well as the role we play in supporting them to develop these skills. Learners are better able to behave well when their needs are well met in school, at home and in the community. We appreciate that communication styles may change over time and therefore we adapt our approach to support such changes accordingly.

How learners behave gives us important information about how they are feeling. Our cohort have a wide range of different communication styles. Due to their physical and emotional needs, some of our CYP struggle to verbalise their wishes and needs; some require support in this regard. Supporting learners to effectively communicate is essential to support them to self-regulate and behave in a positive manner which enables them to access a range of learning activities that help them to achieve to their true potential.

All of our learners have a personalised approach to support them to manage their behaviour and consideration is always given to sensory and emotional needs, pain thresholds, what self-injurious behaviour could be communicating, levels of stimulation and engagement.

We know that our CYP can learn to modify their behaviour, however some learners at Spring Hill School find the learning process challenging; learning new behaviour is a task, just like learning to read or write.

As adults, we must consider the learning preferences and needs of children and young people; we must also have realistic expectations about the rate of progress a learner will make when learning to adapt or develop new behaviours. Most of our learners' progress in small, incremental steps over a very long period of time and we track rates of progress using formal, informal and standardised methods.

Mistakes are part of the learning process. We don't make a definitive conclusion about it - instead we support our learners to get it right.

All adults can learn strategies to support children to improve their behaviour. Most adults have evolved ways of responding to learners' behaviour based on a combination of personal and professional experiences and training and experiential learning. Staff network across the disciplines to ensure they approach the management of individuals' need in a consistent and supportive way. We encourage class teams and support staff to reflect on what may be the underlying issues that drive or trigger behaviour in our CYP and to think about ways of responding to behaviour that challenge in a non-judgemental and supportive way. In order to do this consistently we follow the Positive Behaviour Support Framework.

In order to appropriately manage, class teams are supported to develop their own emotional resilience through targeted debriefs and professional clinical support. This may be peer-to-peer, group or individual support where we can draw on a range of expertise within school and beyond:

Lead professionals, Teachers/Mentors, Clinical Psychologist, CAMHS, STEP Spotlight Meetings and Positive Behaviour Support facilitated by members of the Clinical Team.

We expect that all adults who work at Spring Hill School to be committed to developing their practice and sharing their skills and experiences. This is a commitment to on-going professional development; reflective practice and peer support to improve practice, professional competence and responsibility.

4. Supporting Self-Regulation and Positive Behaviour

The Quality of our Relationships

- a) Our relationships with each other are supported and developed by our Staff Code of Conduct. They provide a framework to help us to provide good models of behaviour at all times for our learners and each other
- b) High quality relationships with our CYP are crucial. Each adult may provide significant care and support to our learners. To foster successful, enabling relationships we aim to:
 - Actively build trust and rapport - which has to be earned, not a given
 - Have high expectations for all CYP because when we demonstrate our belief in them, it supports them to succeed
 - Treat learners with dignity and respect at all times by communicating carefully, clearly and consistently in a way that is accessible to them and their current level of need
 - Listen respectfully to the child/young person and make a judgement about how/when to respond
 - Invest in our relationships with our young people and have fun together

- Consider what might be behind the behaviour: why the individual is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify and understand
- See things through consistently e.g. consequences in place as a response to particular behaviours, both desirable and undesirable
- Keep our word - and if, for some reason, we are unable to honour a commitment to a young person, to communicate clearly and honestly about why this has happened
- Recognise the strengths of the individual - identify these with them where possible, without being patronising, and build on them at a pace that does not make them feel overwhelmed. If a young person is not able to do this, advocate for them within the team or professional group
- Apologise if we make a mistake - we are modelling this for the young person and this will support us to build trust and respect
- Manage our own emotional reactions to behaviour i.e. demonstrate emotionally intelligent behaviour at all times. Seek help if we are finding it difficult to manage our feelings about a young person
- Resolve difficult feelings about learners' behaviour - it is unhelpful to revisit history but focus upon getting it right in the future
- Quietly, but firmly, hold appropriate boundaries for the learners
- Seek support from wider professionals' networks to problem-solve behaviours that cause concern
- Show respect to and about our youngsters; we do not talk about them, over them or about them in front of other learners
- Be non-judgemental about each individual's life experiences and use behavioural data to form our planning to help meet their unique needs

The Quality of our Relationships with Parents, Carers and Social Workers

It is important to reflect and plan in partnership with parents/carers and representatives from Social Care to ensure consistency in approaches between home and school. Relevant plans are shared with parents/carers and Social Care where appropriate and reviewed regularly and always further to an incident of unprecedented behaviour. If any form of restraint or seclusion has been implemented, to keep a learner or other's safe, this is always shared with parents/carers, Social Workers and the EDT team accordingly.

The Quality of our Relationships with other Professionals

It is essential that we work collaboratively with other therapists or CAMHS to ensure all practice is clinically informed. It is also a holistic responsibility of the team at Spring Hill to share any information or productive strategies that support children/young people to

succeed in self-regulating and managing their behaviour through the STEP-Up Meetings and the STEP Reflect Meetings. (See Appendix 1)

5. The Quality of Our Provision

If we are able to meet each individual at his/her point of need, it is more likely that unhelpful behaviour or behaviour that is challenging will decrease or stop. To do this we:

- Have communication systems in place and readily available when the child or young person is dysregulated. This is their 'voice' and should be accessible at all times, especially during times of dysregulation or distress when it is often difficult to make use of other communication tools
- Understand their sensory processing difficulties and have appropriate strategies and resources available to support each individual to a sensory diet to support them to de-escalate and return them to a better state of regulation
- Accurately assess and understand individual need by referring back to their EHCP, minutes from the Annual Reviews, PEP and LAC meetings etc...
- Plan to meet individual's range of needs specific to the plans drawn up by their professional group e.g. specialist equipment, staffing, sensory needs and diets
- Support each individual to develop their levels of resilience and set high expectations for children and young people
- Work closely with each individual to develop their self-esteem so that they can be the best they can be
- Administer appropriate levels of positive reinforcement when things are going well and minimal feedback for low level, undesirable behaviours
- Personalise learning experiences to ensure that we meet the needs of each learner at their point of development and cognition
- Involve the child/young person in the target-setting and evaluation processes to measure progress
- Provide appropriate feedback on progress in a supportive way that makes sense to the individual, focusing upon their achievements and what they need to do make further progress
- Actively teach and model children and young people positive behaviours for learning.
-

6. Organising the Classroom for Effective Communication and Behaviour

The following guidance is offered to class teams to reflect on the support our learners need to learn how to self-regulate and manage their own behaviour successfully:

Class Rules

Rules to support positive behaviour should be:

- Few in number
- Where developmentally appropriate, agreed with learners
- Communicated in a way that the learners can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive - things we are going to do
- Appropriately referenced by all and consistently applied
- Pertinent to the activities undertaken in the learning space and developmental range of the learners

Routines

Consistent class/lesson/activity routines support our learners to understand expectations, manage anxiety and mentally and physically prepare themselves for the day. In turn, this supports the development of self-regulation, develops greater engagement in learning activities and helps individuals to manage their behaviours more successfully. At Spring Hill, we never assume individuals automatically know how to manage their behaviour and emotions effectively; such behaviours must be explicitly taught as must routines for all activities. The more consistency there is regarding routines, the more reassuring it is for our learners; routine supports behaviour for learning.

Class Teams

Class teams are expected to reflect on how they support learners to adapt to changes to routines and how they adequately prepare them for changes, as flexibility is an important life skill. Changes to routine should be practiced using appropriate visual resources to allow children and young people to learn that changes can be managed in a positive way.

Communication and Social interaction Difficulties

Most children and young people at Spring Hill School require additional support in developing their communication, social interaction and social imagination skills (to cope with changes to familiar routines) to develop effective self-regulation skills which are required to support them to manage their behaviour throughout the school day. Behaviour that challenges is often as a result of a breakdown in communication. To support a learner that has become dysregulated or distressed we aim to understand the function of the behaviour e.g. what has caused the young person to become distressed. Staff need to have strategies in place to support the individual to safely express how they are feeling and how individual need can be met proactively. Staff need to consider the following and how it can impact on the young person's ability to self-regulate and manage their behaviour positively:

- Communication tools and strategies should work both ways: to give instructions but to allow learners to have a voice, make choices and express their needs
- That our children and young people need time to process information

- Some of our cohort have difficulty with verbal and non-verbal communication (body language)
- Difficulties in understanding facial expression and tone of voice (intonation)
- Difficulty with understanding, or consistently remembering, social rules, norms and conventions
- Difficulty in understanding their own emotions and how to effectively tell and adult how they are feeling
- Difficulty understanding other people's emotions
- Difficulty with predicting what could/will happen next which can cause anxiety
- Lack of awareness of danger
- Difficulties with transitions and/or change and high anxiety with new or unfamiliar situations
- Difficulty with managing social expectations and/or interactions with peers including friendships and peers.

Class teams are expected to make use of visual resources and other augmentative and alternative communication systems because:

- Visuals are a permanent reference tool
- Visuals support language processing time
- Visuals support children and young people with transitions allowing them to feel less anxious and self-regulate more effectively
- Visuals help to develop independence, confidence and self-esteem
- Visuals are transferable between environments and people e.g. between home and school, or when going on trips or off-site visits
- Visuals are helpful when children and young people have become dysregulated as it replaces verbal communication and social interaction which, in times of distress, can hinder de-escalation

Sensory Processing Needs

Sensory processing-differences can impact on our learners' ability to self-regulate and manage their behaviour. Sensory processing differences refer to the way our learners perceive and react to sensory stimuli such as sounds, smells, textures, movement and visuals. Supporting and accommodating learners' sensory differences reduces stress, promotes inclusion and reduces behaviours that challenge. Staff are therefore expected to:

- Organise the environment clearly with visual cues and signposts (written information, symbols, objects of reference etc...)

- Speak clearly, slowly and calmly allowing time for individuals process information and respond
- Sensory processing preferences should inform suitable learning environment adjustments and support understanding of individual need
- Ensure learners' sensory needs are supported through embedding sensory diets and movement breaks into their daily routine with support via sensory equipment such as: chewy's, fidget toys, adapted seating, weighted vests etc...
- Teach learners to recognise when they are becoming dysregulated (label emotions and feelings) so that they are able to learn to ask for a break or other appropriate self-regulatory strategy to support them in regulating better
- Monitor the physical and emotional well-being of students and recognise signals of being distressed, unwell, in pain or upset
- Enable access to environments through making reasonable adjustments

Understanding Self-Injurious Behaviour

Self-injurious behaviour is when a child or young person physically harms themselves; it is sometimes referred to as self-harm. Presentation comes in many forms to include: head-banging on walls and floors or other surfaces, hand or arm biting, hair-pulling, eye gouging, face or head slapping, skin picking or scratching or pinching, forceful head-shaking, tooth pulling etc. The child or young person may have no other way of telling us of their wishes and feelings. Such behaviour could be a way of sharing their frustration or telling us that they want an object or activity they like; conversely, it could be a way of getting us to stop asking them to do something. Hand biting could be a coping strategy to help manage excitement or anxiety whilst picking or scratching could be a strategy to relieve boredom. Ear slapping or head banging might be a way of coping with discomfort or saying that something hurts. Such behaviour can be distressing and needs to be carefully and consistently managed and follow advice in Behaviour Support and Rapid Response Plans. When it happens, staff must work collaboratively with the young person, their parents/carers and other professionals to try and find ways to prevent or replace such behaviour. Staff must:

- Respond quickly and consistently when a learner self-injures. Even if staff feel that this is an extreme form of attention-seeking, it is never appropriate to ignore such behaviour
- Keep responses low key: limit verbal communications, facial expressions and other displays of emotion. Try to speak calmly and clearly in a neutral and steady tone of voice
- Reduce demands: The individual may be finding a task too difficult or overwhelming
- Remove physical and sensory discomforts and consider their sensory profile, processing difficulties and diets
- Redirect: Tell them what they need to do instead of the self-injurious behaviour e.g. "David, hands down". If necessary, consider the use of visual cues

- Provide light physical guidance as per RPI training advice and use in conjunction with distraction strategies
- Use barriers: place a soft barrier between the individual in crisis and the object that is causing harm. For head slapping, place a cushion between the head and hand. For hand/arm biting, provide another object to bite down on such as a chewy
- Consider carefully whether physical intervention is required – restraints do not address the cause of the behaviour, so they must never be used in isolation without teaching the learner new skills which address the reason for their behaviour

The Language of Choice

This is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices whether positive or negative. Staff offer appropriate levels of praise when they see the youngsters making good choices and conversely link consequences to choices to help them to understand the notion of cause and effect.

Such interaction:

- Increases learners' sense of responsibility
- Helps individuals to understand that mistakes are part of the learning process
- Develops individual levels of resilience and tolerance
- Gives choices to the young people in order that they can better manage their responses in a more appropriate and measured way

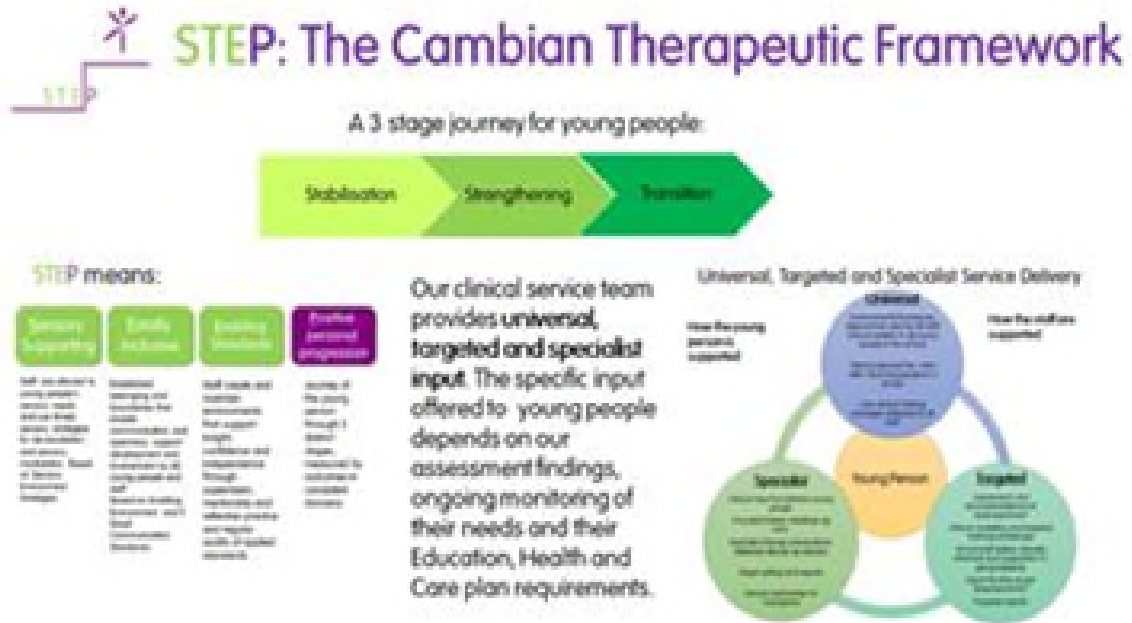
Rewards

- Purposeful and appropriate praise without over-praising so that it become disingenuous
- A robust and transparent rewards system where young people influence some of their targets, by negotiation, with their form tutor
- Communication with parents/carers to inform them of the behaviour or achievement which is conveyed at least weekly
- Golden Time and rewards trips above and beyond scheduled daily activities

Consequences

It is important for our children and young people to clearly link a specific behaviour with its' consequence. Any such consequence needs to be appropriate in order to support the learners understanding of both positive and negative consequences. Staff will undertake a debrief following significant incidents or repeat behaviours that cause concern to ascertain whether anything could have been done differently to support the individual.

The majority of our learners at the school will respond positively when class teams and support staff work within these guidelines but some of our young people need additional support to learn to self-regulate and manage their behaviour in a positive manner. For more significant concerns, a STEPUP meeting is usually convened where professionals can undertake formulation and establish a bespoke plan to intensively support individual need.



7. Clinical Services Roles

Senior Mental Health Practitioner

Mental Health Practitioners help our children and young people develop and maintain positive mental health and support overall well-being; they also help them to understand and manage their thoughts, feelings and behaviours.

Occupational Therapy (OT)

Our OT helps our young people improve their performance of daily activities including academics, self-care, social and leisure tasks to promote student's independence, inclusion and overall wellbeing. She supports students to access their education through interventions such as sensory/ motor/ exercise programs, daily living skills, assistive technology, environmental modifications and staff/ carer training to support positive behaviour. Our OT is qualified to deliver Rebound Therapy

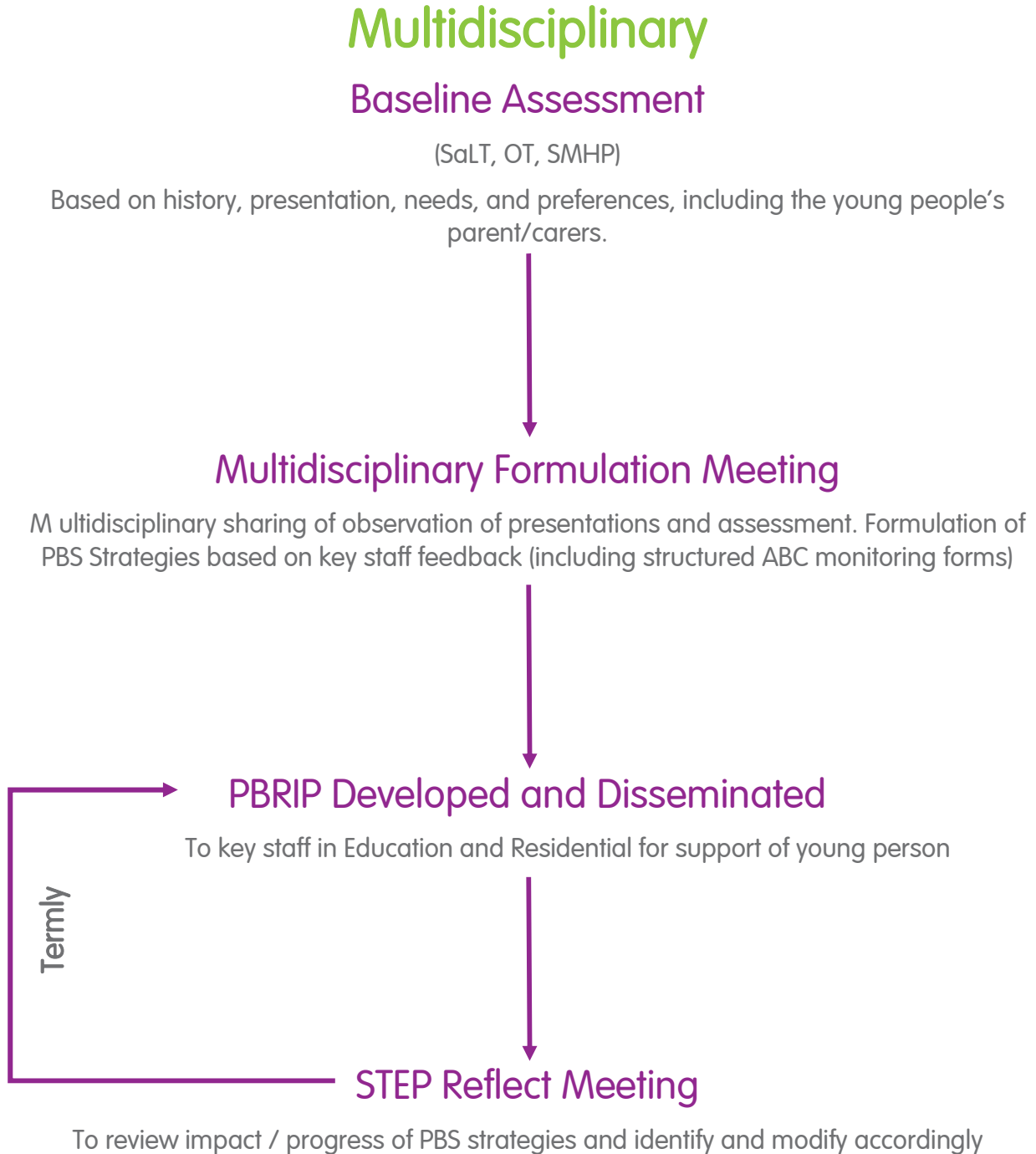
Speech and Language Therapy (SaLT)

Our Highly Specialised Speech and Language Therapist helps people develop communication, language and interaction skills. In addition, our SaLT provides assessment, advice, recommendations and direct support for eating and drinking skills.

THRIVE Practitioner/Clinical Therapy Assistant

Our Therapy Assistant is also qualified to deliver Rebound Therapy and supports interventions with the students as well as delivering a range of clinical interventions in line with therapists and the school's SENCO. Additionally, our Therapy Assistant is trained as a THRIVE Practitioner and works closely with children to support their emotional needs etc...

8. Appendix 1: Multisystemic Positive Behaviour Support Framework



9. Appendix 2: Multidisciplinary Assessment

Risk Spotlight Meeting

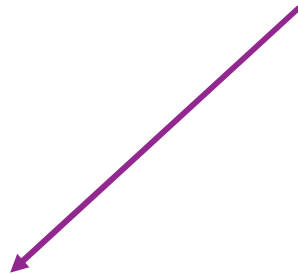
This includes key staff from residential and education.

Weekly multidisciplinary meeting to review presentation of every young person and assess risk and adapt/modify strategies for support as appropriate

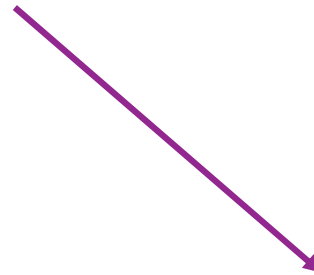


Pastoral Officer

Updated relevant strategies for support and disseminate to key staff working with young people.



The Pastoral Officer supports young people and key staff in education



The Pastoral Officer works closely with the SMHP and supports educational mental health support and liaises with outside specialist services.