

# Policy and Procedure on Behaviour Support Policy

The Forum School

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## 1. Monitoring and Review

- 1.1. The Proprietor 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 than 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.

- 1.2. The local content of this document and supporting procedures will be subject to continuous monitoring, refinement and audit by the Head of Service.

Signed:



John Ivers  
Proprietor, Cambian Group

September 2019



Greg Regan  
Principal

September 2019

## 2. Terminology

- 2.1. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

<b>'Establishment' or 'Location'</b>	this is a generic term which means the Children's Home/school/college. The Forum School is a school and children's home
<b>Individual</b>	means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At The Forum School we have children and young people attending and/or residing between the ages of 7 and 19 years
<b>Service Head</b>	This is the senior person with overall responsibility for the school and children's home At The Forum School this is the Greg Regan (Principal) and Kerry Byron (Care Services Manager)
<b>Key Worker</b>	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
<b>Parent, Carer, Guardian</b>	means parent or person with Parental Responsibility
<b>Regulatory Authority</b>	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At The Forum School this is Ofsted
<b>Social Worker</b>	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
<b>Placing Authority</b>	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
<b>Staff</b>	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.
<b>CambianKPI</b>	this is a generic term which means the Children's Home/school/college. The Forum School is a school and children's home

### 3. Legislation

- 3.1. Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 paragraph 24 (3) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- 3.2. Children's Homes Regulations 2015 and Quality Standards
- 3.3. Health and Social Care Act 2008
- 3.4. Equality Act (2010), Education Act (2011)
- 3.5. CQC Fundamental Standards
- 3.6. Social Services and Wellbeing (Wales) Act

### 4. Scope and availability

- 4.1. This policy applies to the whole location inclusive of activities either outside of the normal hours or away from the Location;
- 4.2. It applies to all staff

- 4.3. This policy is made available to parents/carers/guardians staff/local authorities, regulatory bodies, Individuals from the Office, Reception and Website

## 5. Aims

- 5.1. All Cambian services undertake to uphold and actively support the rights of children under the **United Nations Convention of the Rights of the Child** and in particular:
- 5.1.1. Article 1 (definition of the child) - Everyone under the age of 18 has all the rights in the Convention.
  - 5.1.2. Article 2 (non-discrimination) - The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
  - 5.1.3. Article 3 (best interests of the child) – The best interests of the child must be a top priority in all decisions and actions that affect children.
  - 5.1.4. Article 23 (children with a disability) - A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.
- 5.2. This policy has been designed to promote and support positive behaviour for all.
- 5.3. Where possible Cambian undertakes to:
- Maintain an environment where Children/Young People feel safe and valued and which supports everyday learning
  - Value each other and develop mutual respect
  - Maintain an environment where Child/Young Person can learn about themselves and their rights
  - Facilitate decision making processes so each Child/Young Person can learn about risks involved and benefits of their decision
  - Create an environment where children understand the need for effective communication, including being able to say 'no' when they need to, helping development and maintenance of positive relationships between children and adults
  - Create a moral foundation for children/Young People where skills of self-control and self-discipline are developed and children/Young People are able to take responsibility for their actions equip Children/Young People with skills for life so they can make informed decision and understand the natural consequences
- 5.4. This policy is designed to promote the social, physical and emotional well-being of all of the children and young people within our services, meaning we aim for every Individual to feel valued and respected, and each person to be treated fairly and well. Our foremost priority is to ensure that all children, young people and young adults within our services who may have some difficulties with social understanding, social communication, flexibility of thinking and/or sensory issues are safeguarded at all times and that they have the rights and means to live and learn in a safe and inclusive environment regardless of their disability.
- 5.5. Behaviour support within Cambian is based upon the overriding principle that all behaviour (positive or negative) is a form of communication from the individual in our care. As an organisation, therefore we must always be willing look past disability and diagnosis if we are to provide a truly holistic approach to behaviour management.

## 6. Policy

### Positive Behaviour Support

In order to help improve the quality of each Individual's life and the quality of life for those around them Cambian recognises the **5 signs of Positive Behaviour Support** (PBS) identified by BILD®. These are as follows:

#### 6.1. Personalisation

- 6.1.1. Behaviour Support will be individualised i.e. based on a comprehensive multi- disciplinary assessment of the abilities and needs of the individual in our care. The management of young people's behaviour will always require personalised approaches; these will help to:
- reduce anxiety
  - enhance motivation, confidence and self esteem
  - improve concentration and reduce distractions
  - facilitate independence
- 6.1.2. As far as is practically possible young people should be involved in determining their support, education and care needs alongside other people in their lives. They should be able to participate in the decision-making processes and where possible this should include taking part in the planning and reviews of their behaviour support plans.

## 6.2. Understanding of behaviour

- 6.2.1. The Senior Behaviour Support Coordinator develops and analyses Risk Assessments and Behaviour Support Plans to form a detailed and robust strategic document, which will support staff to have a deep understanding of the needs of the individual.
- 6.2.2. A clear approach to managing and supporting people with challenging behaviour is embedded in all Cambian services. This includes an assessment and intervention framework (such as functional analysis) that sees behaviour as having meaning, which is multi-faceted and supports the positive change through the understanding of behaviour.

## 6.3. Active implementation

- 6.3.1. All young people in all Cambian Locations have an Individual Behaviour Support Plan (BSP).
- 6.3.2. It is the responsibility of the Head of Service to ensure that:
- all young people have a current and up to date BSP in place,
  - the BSP is reviewed every term and following any incidents
  - where appropriate the young person has read and understands their individual Behaviour Support Plan, is encouraged to participate and contribute to the planning process and
  - the BSP is share with parents/guardians, relevant authorities
- 6.3.3. This plan includes information about:
- how the environment needs to be managed to support the young person;
  - the skills the person needs to be taught to enable him or her to behave in a more positive way;
  - strategies for managing inappropriate behaviour when it occurs including proactive, active and reactive phases;
  - any rewards to be used and any actions which should not be carried out during a particular phase;
  - points to be considered and relevant strategies to be used in order to prevent potential relapse of the behaviour.
- 6.3.4. The plan should support staff in being able to predict settings in which challenging behaviour is more likely to occur and describe likely triggers in order to reduce its likelihood.
- 6.3.5. The Individual Behaviour Support Plan also outlines individualised reactive strategies that effectively support the individual when their behaviour is challenging. It is expected that most of the reactive strategies would address the function of the presenting behaviour and would only include physical intervention as a last resort. The implementation of this policy is the responsibility of all staff whilst monitoring of behaviours together with the

review of this possibility is responsibility of the Head of Service in collaboration with the senior management teams.

- 6.3.6. Behaviour Support will be reviewed and revised on the basis of regular, structured and objective monitoring of the young person's progress in replacing unwanted behaviours, with more positive alternatives, and improving quality of life.
- 6.3.7. A culture of collaborative practice must exist to ensure that we adopt a true multi-disciplinary approach. We must ensure that the individual, staff and any external professionals are actively involved in the review and evaluation of any challenging behaviour presented by an individual.
- 6.3.8. Regular training relating to this policy, methods of behaviour support and management, and the writing and monitoring of Individual Behaviour Support Plans is provided for staff, both as whole service training and relating to individual young people. The promotion of appropriate behaviour support strategies are discussed regularly in the appropriate team meetings about individuals and at senior leadership meetings.
- 6.3.9. Active and meaningful debrief must also form part of each home/school/colleges culture in order to ensure that we can clearly identify learning points from any crisis situation and use these to inform future practice.

#### 6.4. Evidence based

- 6.4.1. Behaviour Support Plans and/or Care Plans once implemented, require on-going monitoring and recording in order to ascertain the effectiveness of the programme. They are active and dynamic documents which need regular updating in order to ensure that strategies employed are current and effective.
- 6.4.2. Schools/Colleges/Homes employ various methods to record on-going data relating to incidents/physical intervention etc. This data is analysed on a regular basis by the appropriate teams within each setting to evaluate the effectiveness of specific strategies.
- 6.4.3. Data relating to incidents/physical intervention is submitted and analysed across the organisation by means of weekly submissions to **CambianKPI**.

#### 6.5. Multicomponent interventions

- 6.5.1. Cambian's services provide 'therapeutic care and education' which comprises a framework of three basic elements:
  - **1. Environment:** this informs the physical space within which we operate, the human resource we require and the training these people will require
  - **2. The journey:** the 3-phases our young people progress through during their time with us. During each phase there will be four domains of intervention that we flex depending upon the individual's needs.
  - **3. The outcomes:** what we expect young people to achieve and the tool (CAP – Cambian Assessment of Progress) we use to measure these achievements. This enables us to quantify baseline and progress.
- 6.5.2. Behaviour Support will be positive, i.e. focused on teaching and encouraging the person to develop and use more adaptive ways of responding to difficult situations.
- 6.5.3. Behaviour Support will be proactive; active and reactive strategies should only be used to bring about effective control and to maintain a safe environment during situations by utilising approved and agreed techniques. The notion of addressing situations at an early stage to prevent the escalation and avoid unnecessary injury, harm or damage, is fundamental.
- 6.5.4. We provide the opportunity for people to engage in meaningful and purposeful activity that motivates them. In a home setting, this may include learning new skills or being encouraged to try a broader range of activities. In

an educational setting, this is focussed on providing a curriculum that takes account of the ways in which the individual learns best and is appropriately differentiated in order to enable engagement in learning.

- 6.6. At each Cambian location various staff teams contribute to support each individual's positive behaviour planning and implementation. Staff will be aware of all other policies and procedures surrounding all elements of behaviour support:

#### **Physical Intervention**

- 6.7. The purpose of physical intervention is to take immediate control of a dangerous situation, in order to end or significantly reduce the risk of harm to the person and others around them. Physical intervention involves some form

of physical contact and application of force to guide, restrict or prevent movement. This can include touching, guiding or escorting all the way up to holding, chemical or mechanical restraint and seclusion.

6.8. Cambian services use either of the following BILD accredited Physical Intervention methods:

- CPI Management of Actual or Potential Aggression (MAPA)

6.9. Policy, procedure and supporting documentation are provided for staff to give clear instruction and guidance.

#### Need for consent

6.10. Please read this section in conjunction with Mental Capacity and Consent policy.

6.11. Young People's care must only be provided with the consent of the relevant person.

- 6.11.1. In our **pre 16** provisions consent should be sought from the family or those with legal parental responsibilities, and where appropriate LA (if LA is acting as corporate parent under relevant section of the Children's Act 1989)
- 6.11.2. In our **post 16** provisions consent should be sought from an Individual at the admission stage and recorded in each Young Person's Care Plan
- 6.11.3. In provisions where the individual moves from being a child (under 16) to young person then provision for the consent process to take place must be followed by the location at the appropriate time.
- 6.11.4. If the Young Person is 16 or over and is unable to give such consent because they lack capacity to do so, the Head of Service must act in accordance with the Mental Capacity Act 2005.

#### Consent and The Mental Health Act

- 6.11.5. Where young people are detained under Section 2 and 3 of the Mental Health Act consent may not be required – staff should follow guidance within the MHA Code of Practice.

#### Structure, Boundaries and School/Home Rules

- 6.12. Each Cambian location will ensure that all Individuals are cared for and/or educated in an environment which provides positive and appropriate structure, boundaries and rules. These help to provide the framework for developing moral foundation where skills of self-control and self-discipline are developed and children/Young People are able to take responsibility for their actions.
- 6.13. All locations will provide clear information on any rules that apply in that setting and where appropriate individuals will sign agreements or contracts that they understand them and what any consequences are for breaking those rules. Where individuals do not have capacity to agree to such rules the Mental Capacity and Consent policy will apply and any decisions will be made with the individual's best interest.

#### Associated policy

- 6.14. Cambian has a range of policies and procedures which support our practice of positive behaviour support and these are listed in section 10.

## 7. Behaviour Support Committee

7.1. Cambian has a dedicated Behaviour Support Committee which meets quarterly.

7.2. The Committee comprises (but is not restricted to):

- Regional Managers
- Headteacher/Principals
- Behaviour Support Coordinators
- Registered Managers



- SEMH/Day Director
- Director (North)
- MAPA, PILLARS and MVA trainer or specialist
- Regional Operations Director
- Fostering Group Business Manager
- Director for Improving Children's Services
- Associate Clinical Director

7.3. The committee will also seek to involve external professionals and experts in the field of behaviour support.

7.4. The objectives of the committee are to:

- Ensure that children, young people and staff are safeguarded through an objective monitoring body
- Ensure that Cambian meets the requirements of the CPI MAPA, PILLARS and MVA behavioural management framework within its standards and training
- Ensure that operational policies and procedures for the management of challenging behaviour and promoting the welfare of children and young people are consistent at all times with current legislation and statutory guidance, and ensure that daily practice and procedures accord with this policy.
- Monitor and analyse a holistic view of behaviour management issues to ensure that incidents are managed effectively, themes are identified and tracked and appropriate actions are taken within suitable timescales, across all services.
- Facilitate a 'lessons learned' process to ensure that, from an organisational perspective, we can identify and interpret the salient learning points from serious incidents.
- Ensure processes are in place and operating, to routinely review and evaluate behaviour management practice and performance of all staff working with children and young people.
- Review long-standing and/or significant risks from high priority group and other data analysis '
- Promote and foster a culture of continuous improvement and consistent best practice.
- Provide an information exchange / setting for discussion to consider the best means to address any issues in relation to safeguarding & child protection, including working together with other agencies.
- Act as a consultation forum to review and lobby/influence developments in local and national behaviour management guidance and legislation and position Cambian as thought leaders in the sector..

## 8. Training

- 8.1. Each head of service is responsible for ensuring that all their staff have the minimum training requirements for the use of physical restraint but also to further develop their staff's understanding and implementation of positive behaviour support through supervision, staff meetings and collaborative discussion with members of the clinical team.
- 8.2. Each location will have an up-to-date training matrix which provides evidence of all staff training including the name of the course, date and time taken and when this training needs to be refreshed.

### The Role of children and young people

- 8.3. Where possible all children/young people are expected to take responsibility for their own behaviour and will be made fully aware of the Behaviour support policy, procedures and expectations. Staff have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported immediately, discussed and recorded.
- 8.4. Where mental capacity of YP has been questioned due to their lack of understanding of the level of risk/s involved together with potential consequences of such decision - mental capacity assessments must be carried out in line with MCA 2005 and its Code of Practice. Should YP be found lacking capacity (decision specific assessments) a Best

Interest Meeting will need to be conducted, outcome of capacity assessment shared and actions identified, this may include steps to be taken in order to safeguard YP and others.

- 8.5. Should YP - having the capacity to understand the level of risk/s involved together with potential consequences, be making an unwise decision which carries high risk level - all steps must be taken to help YP to review those risks and potential consequences and encourage them to look at the reason/s why they feel such decision need to be made. At this stage Head/Therapy/Registered Manager should assess and record the level of risk/s and consider their responsibility under safeguarding YP. Where appropriate Head/Therapy/Registered Manager must get YP involved
- 8.6. and consider who (SAB, Regulatory Body, Police, GP, family, LA) must be informed about YP's decision. Any Safeguarding concerns should be reported using company Safeguarding protocol without a delay.

## 9. Standard Forms, Relevant Documents, Letters & References

### This Policy

- 9.1. Behaviour Support Plan Templates and Individual Risk Assessment Templates which may be formed of a single document or separate.
- 9.2. Care Plans
- 9.3. Impact Risk Assessment Templates
- 9.4. Incident Forms
- 9.5. Central Location Incident Log
- 9.6. Body Map Records
- 9.7. Debrief Forms
- 9.8. START and TRIGGER form (CAMHS Hospital)

### Other Cambian Policy

- 9.9. Physical Intervention policies (CPI MAPA®, PILLARS®, MVA)
- 9.10. Anti-bullying Policy
- 9.11. Child Protection - Safeguarding Policy
- 9.12. Risk Taking Policy
- 9.13. Exclusions Policy
- 9.14. Restrictions and Security Policy
- 9.15. Restorative Practice Policy
- 9.16. Mental Capacity and Consent
- 9.17. Self-Harm Policy
- 9.18. Misuse of Substances Policy
- 9.19. Referrals and Admissions Policy
- 9.20. Deprivation of Liberty Safeguards Policy

### Guidance and further reading

- 9.21. [www.bild.org.uk](http://www.bild.org.uk)
- 9.22. <https://www.crisisprevention.com/en-gb/Specialties/MAPA-Management-of-Actual-or-Potential-Aggressio>