

# Positive Behaviour Support

**This policy outlines The Loddon School's approaches to working with children and young people who present restrictive/challenging behaviour:** *"Behaviour of such intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit or delay access to and use of ordinary community facilities". (Blunden & Allen 1987)*

The Loddon School meets the needs of children and young people who use challenging and restrictive behaviours to get their needs met. Many have additional disabilities such as Autism, Epilepsy, ADHD, sensory processing difficulties and communication difficulties. Most children and young people at Loddon have little comprehension of language and are unable to use speech/expressive language effectively. All have severe learning difficulties.

The Loddon School recognises that behaviours are, first and foremost, a form of communication.

This policy should be read in conjunction with the Safeguarding Policy.

## Positive Behaviour Support and Restrictive Behaviour

This version will be amended from time to time in line with statutory requirements, including those of the Children's Homes Regulations and its Quality Standards.

Staff at the Loddon School adhere to a range of guidelines. These include:

- Working consistently and in line with PROACT-SCIPr-UK®/PLLUSS training and the school's mandatory training programme
- Guidelines for individual children and young people's support are written and available to all staff in school (Risk Assessment Behaviour Support Guidelines- RABSG). All staff are expected to update themselves as guidelines change.
- Regular training updates.
- Meetings to monitor behaviour (including how any restrictive interventions can be reduced), learning and progress.
- Record keeping/graphs/individual behaviour recording for each child.
- Five to six-monthly interdisciplinary reviews (Annual reviews and Looked After Child reviews).
- Written targets to reduce restrictive behaviours/EHCP programmes with recording.
- Child Protection and Safeguarding Policy – see separate policy.

The Loddon School focus on a positive behavioural approach, teaching functional skills and coping strategies by using therapeutic methods. Our strategies are personalised to each child and young person's needs, using a person-centred approach. The Loddon School prefers the term 'restrictive behaviour' rather than 'challenging behaviour', as challenging behaviour refers to what challenges staff, rather than what restricts the child or young person from communicating, learning, developing and accessing the activities they enjoy. We observe each child and young person's behaviour upon arrival, by doing an initial assessment which involves recording and collecting data. This could be for a period up to three months from when the child or young person arrives at the school. This allows us to identify the most restrictive behaviours. This is established by completed a functional assessment with the multidisciplinary team around that child or young person. Our processes enable us to differentiate the function of behaviours and set targets to reduce these behaviours, teaching replacement skills that meets the children and young people's learning need, using supportive strategies.

We compose Risk Assessment Behaviour Support Guidelines to best support each child and young person's needs. This document gives staff specific supportive strategies that staff can use to support the child or young person in every situation to

reduce the potential risk, proactively, actively and reactively. The areas in the Risk Assessment Behaviour Support Guidelines that we focus on are:

- Medical
- Communication
- Restrictive Behaviour
- Environment needs and adaptations
- Personal care and Independent Living Skills
- Mealtimes and Diet
- Communication living skills
- Activities and transitions
- Night-time routine
- Partnership with parents
- Restriction of liberty safeguards
- Physical intervention
- Non-Physical Intervention
- Rebuilding the relationship, Aftercare and Debrief

By working closely with the children and young people, and the staff, we can implement new and improved strategies, whilst advising and supporting staff in delivering them. We also ensure that the Behaviour Support Guidelines are appropriately designed, followed, and implemented.

Staff attend Positive Behaviour Support Training within their first month during induction training, on completion of this, they are required to sign a declaration that they will read, fully implement the supportive strategies within the Risk Assessment Behaviour Support Guidelines and will regularly read these as they are frequently updated. Staff then attend an annual Positive Behaviour Support Refresher Training with the Department of Behaviour Analysis and Support Team.

The Risk Assessment Behaviour Support Guidelines are automatically reviewed every 5 months at the child or young person's pre-review meeting, which is a planning meeting for a Looked After Child review or an Annual review. They are sent prior to a review to allow time for external professionals involved in those meetings (such as social worker, parents) to read through, if they are in agreement, they will sign as confirmation of this. The Risk Assessment Behaviour Support Guidelines are also reviewed at team meetings, weekly Incident Review Meetings, staff can also complete a 'strategies for change' form on the hub if they have ideas of strategies that could be trialed with a child or young person.

As a whole team, we teach the child or young person replacement skills to prepare them for their adult life which focuses on their independence. The Department of Behaviour Analysis and Support follow each child or young person's progress by frequent observations, attending and participating in pre-reviews and reviews and working closely with the multi-disciplinary team within the school. The gathering, analysis and interpretation of the children and young people's behaviours is one of our priorities. Alongside our staff team, we work hand in hand to collect the most detailed data to allow us to support our children and young people and staff accordingly.

The Loddon School and its ways of working within Positive Behaviour Support are embodied in:

- Its aims & philosophy statements.
- Its training procedures for all staff.
- Risk Assessment Behaviour Support Guidelines aimed at reducing the need for each child or young person to use restrictive behaviours, and therefore our use of restrictive interventions, which are a necessary component of our care.
- The PROACT-SCIPr-UK® curriculum as developed by The Loddon School and is certified with The BILD Association of Certified Training against the Restraint Reduction Network Standards 2019, a whole approach in which all staff are trained.

- The PLLUSS curriculum, the school's curriculum which focuses on personalised learning and teaching functional life skills.

The Loddon School Policy emphasises personalisation; the least restrictive environment, supportive teaching, the proactive philosophy that prevention is better than intervention, a therapeutic approach which is non-confrontational and shared decision taking at frequent reviews.

The Loddon School is committed to non-aversive strategies for Positive Behaviour Support.

The Loddon School emphasises:

- use of rewards/motivators.
- use of social praise.
- use of "positive approaches" as a teaching methodology.
- use of supported learning so children and young people are prompted through tasks to achieve success.
- an environment in which a child or young person experiences success and is not exposed to unnecessary failure.
- use of reinforcement of positive and appropriate behaviour.
- co-operation/partnership with parents to ensure continuity of practice and training of parents in practices.
- The use of functional assessment of identified behaviours of concern underpinned by the work of La Vigna and Willis (Institute of Applied Behaviour Analysis).
- the development of an understanding of 'natural consequences' to actions.
- Reducing the level of restrictions placed on a child or young person through Restriction Reduction Plans.

## Control/Discipline, Sanctions & Restraint

Working within Positive Behaviour Support and the Loddon School's PROACT-SCIPr-UK® and PLLUSS philosophies, no sanctions are permitted, and punishment is specifically excluded.

Examples of sanctions prohibited - i.e., not allowed:

- removal of food.
- shouting (as opposed to assertive commands in high risk situations)..
- physical restraint not specifically in training package (unless deemed a proportionate response as an emergency measure).
- loss of privilege such as outings or sweets.
- use of negative approaches.
- preventing a child from leaving a room (unless deemed a proportionate response as an emergency measure to keep the child or others safe in the short term). Doors may be held closed for a similar reason. We would view this as a restrictive practice and it would be recorded, reported and reviewed as such although we recognize it may be a less restrictive option than a physical intervention. DOLS may apply and letters are sent to the relevant local authority commissioner when a young person reaches 16 to remind them of their responsibilities.

Loddon School does not use 'Time Out'. Children and young people will be given space as an initial response to de-escalate a potential incident.

## Locking / Security

Some areas are kept locked to ensure the safety of children and young people. These include:

- outside doors are accessible only by magnetic fobs or keypads
- cleaning materials stores
- medication cupboards

- aromatherapy oil stores
- art materials store
- cellars/boiler house
- garage
- paint store
- staff lockers & room
- Sensory playgrounds gates
- side gates (to lane) must be padlocked at all times
- swimming pool pump room

Special care must be taken because some of the children and young people:

- abscond and run off and have very limited sense of the dangers posed by traffic, water, height, poisons, strangers, electricity, etc.
- may eat or drink anything - e.g., bathroom products
- can hurt others or invade personal space

Some children and young people will need more than one member of staff to supervise during specific activities because they engage in behaviours which may be dangerous at times. For each activity, whether on site or off site a robust risk assessment will be completed and staff will continuously risk assess when supporting a child or young person throughout that activity.

## Loddon School Staffing

The Loddon school provides a high staff ratio for all children and young people. This averages 1:1 during the day and 1:3 at night.

The Loddon School has a team of waking night staff, and a senior on call each night.

Night staff regularly check on the safety and wellbeing of each child and young person throughout the night as stated in their RABSG; records of these checks are kept. Frequency of these monitoring checks attempts to balance preserving the dignity and independence of the child or young person and fulfilling the statutory duty of care to ensure their safety.

Some children and young people need a member of staff with them or by their bedroom door all night, this will be identified within a child or young person's Risk Assessment Behaviour Support Guidelines on an individual basis. This could be due a particular restrictive behaviour or for a medical reason.

## Monitoring

A team made up from the Leadership, Safeguarding, Department of Behavioural Analysis and Support teams and PROACT-SCIPr-UK® Principal Instructors monitor all incident reports weekly and identify where further or different action may need to be taken to safeguard a particular individual. This will include where issues or concerns need to be notified to other agencies (e.g., local authorities, LSCB, Ofsted, Charities Commission). Where actions need to be taken above and beyond the current written RABSG, the Local Authority and parents will be notified and then the RBSGs changed with agreement. All of this information will be added to the PROACT-SCIPr-UK® Practice Review Form to ensure actions are delegated and completed.

Likewise, practices will be reviewed monthly with restrictions reduced as soon as safe to do so. Every child or young person's targets to reduce restrictive behaviours and EHCP will be aimed at reducing restrictive behaviours and therefore the need for restrictive practices.

Local authorities (social workers, placement officers) are kept informed of each child and young person's wellbeing. This includes information about critical incidents and potentially restrictive practices. A summary of each child and young person's incident reports is sent at least monthly by email to their social worker.

<b>Date</b>	<b>Summary of Changes</b>	<b>Signature (Chairman of Committee)</b>	<b>Date of next review</b>
08/04/2022			April 2023