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Positive Behavioural Support (PBS) Policy and Procedure

Ratified by Governors:
Signed: *Giles Gaddum 14/11/2018*
(Chair Pupil Health and Well Being)
Date to be reviewed: **September 2020**

Introduction

Inscape House School believes that each student is a unique individual with the potential to learn and achieve. We recognise that children and young people with additional needs have often experienced the breakdown of prior educational placements, commonly face greater restrictions in the daily lives, and have less access to opportunities than their typically developing peers.

Inscape House School focuses on increasing skills to enable access to opportunities and minimising, and ultimately eliminating, aversive and restrictive practices. The aim is to enhance the young person's quality of life, to increase inclusion and participation, and to support the young person to have valued social roles through a person centred approach.

We expect all members of staff to:
- Relate warmly and positively to the students
- Have positive expectations for all students
- Be consistent, calm and, where required, assertive in their approach
- Support students to self-regulate and engage to the best of their ability.
- Provide high quality proactive supports e.g. teaching of new skills, embedding visual strategies
- Personalise learning and plan appropriate activities with suitable differentiation
- Reward appropriate behaviours (e.g. verbally, Dojo points, with stickers, certificates etc)
- Have a team approach with shared ownership and responsibility for the behaviour of all students, offering to help and support fellow colleagues when required.

Inscape House School is committed to the ongoing implementation of a school-wide model of Positive Behavioural Support (PBS) to maximise each student's learning and reduce barriers which include behaviours of concern. (See Positive Behavioural Support document)
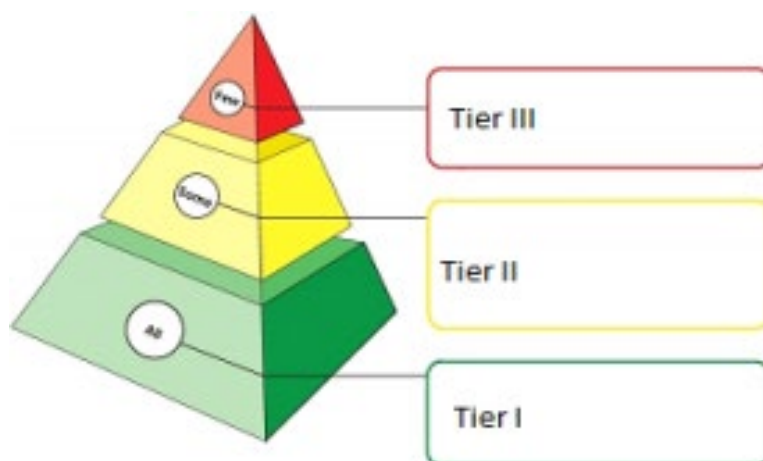
Inscape House School uses the term 'behaviours of concern' to refer to behaviour that can be seen as 'challenging'. This can be defined as 'behaviour of such intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion.' (Royal College of Psychiatrists, British Psychological Society and Royal College of Speech and Language Therapists, 2007).

The emphasis of PBS is on creating environments that minimise behaviours that challenge and support the learning of new skills. This is achieved through autism specific strategies, specifying positive expectations and reinforcing positive behaviours.

School Wide Positive Behaviour Support (SWPBS)

School Wide Positive Behaviour Support (SWPBS) is a framework for implementing PBS within a school setting. SWPBS has three levels of support (see figure 1).

Figure 1:

<table>
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Tier 3
Specialised individualised systems for students with high risk behaviour
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Tier 3
Specialised individualised systems for students with high risk behaviour

Criteria for support at Tier 3:
- High risk behaviour identified on RAMP
- Level of behaviour on incident form consistently high (over 3)
- Behavioural incidents continue even with appropriate environment and individual adaptations
- Identified difficulty that requires specialist intervention
- Data analysis required to identify patterns of behaviour occurrence
- Functional Behavioural Assessment required to identify function of behaviour
  (not all criteria must be met)

Tier 3 support includes:
- Functional Behavioural Assessment
- Individual Behaviour Support Plans (IBSP)
- Individual Interventions led by Therapy and Additional Support
- Individualised function based positive reinforcement
- Data analysis/individualised recording and monitoring systems

Tier 2
Specialised systems for students with at risk behaviour

Criteria for support at Tier 2:
- Moderate risk behaviour identified on RAMP
- Level of behaviour on incident form consistently moderate (over 2)
- Behavioural incidents continue even with appropriate environment
- Identified difficulty that requires targeted intervention
- Data analysis required to identify patterns of behaviour occurrence
 (not all criteria must be met)

Tier 2 support includes:
- Individualised Rewards linked to Specific Target Skills (positive expectations/ Assessment of Basic Language and Learning Skills (ABLLS-R®) curriculum)
- High frequency of rewards
- Specific adaptations to the environment
- Data analysis
- Targeted group or individual activities led by Therapy and Additional Support Team
- Alternative and Augmentative Communication
- Generic autism specific strategies to support behaviour (e.g. break card)

Tier 1
School classroom wide systems for all students, staff and settings

Criteria for support at Tier 1:
All students receive Tier 1 support

Tier 1 support includes:

-Autism Specific Approaches and Teaching Styles including structure/predictability
-Small Class Groups
-Communication Strategies
-High Ratio of Staff to students
-Proactive teaching of skills
-Environmental adaptations (e.g. Low level lighting, structured areas)
-Multi sensory teaching approach
-PROACT-SCIPr UK®

-Total Communication
-Sensory Strategies
-School Wide Positive Expectations
-Reward systems
-SMART targets – Target Trackers
-Corrective Responses (including exclusions)
-Individual Risk Assessment and Management Plans (RAMP)
-Visual supports

Tier 1 Information

School wide expectations

Inscape House School have developed their own set of school wide positive expectations which are:

- Independent
- Safe and sensible
- Considerate
- Aiming high, being prepared and engaged

The teaching of school-wide expectations is to be embedded into lessons and taught through a variety of methods which include direct instruction, role play, video and practical modelling within real life situations. Individual targets are set through the students' Target Tracker and appropriate behaviours are positively reinforced through the use of a school-wide reward system.

Reinforcement

(for additional information see Behavioural Principles Document)

A crucial part of SWPBS is developing the students' skills and behaviours through the use of reinforcement.

At Inscape House School staff will do this in the following ways;
- Praise and positive feedback – including verbal and non- verbal responses
- Written and verbal feedback in line with the school Marking and Feedback Policy
- Offering social interactions
- Use of personalised reinforcers (e.g. Tangibles and favoured activities)
- Stickers and certificates
- School Wide Reward System (see 'Class Dojo' system)

Class Dojo System

A school wide reward system is used that is linked to school wide Positive Expectations. Students are rewarded with points when they demonstrate behaviours that are in-line with the school wide positive expectations. These points are recorded using the online 'Class Dojo' reward system. Students can exchange points earned for a variety of rewards available in the school Dojo shop, these may be tangibles or activity based. Dojo points can be used to target and shape specific behaviours. Inscape House School operates a policy of never removing earned Dojo points.

PROACT-SCIPr-UK ®

Inscape House School use the PROACT-SCIPr-UK ® model to train staff in the use of proactive, active and reactive intervention strategies, alongside additional training in Positive Behavioural Support principles and procedures in order to promote the continuing development of specialist knowledge and skills. All staff at Inscape House School complete a PROACT-SCIPr-UK ® training course (18 hours) which is refreshed annually (6 hours). As part of the course, staff are taught a range of generic positive working practices and practical skills in keeping safe. When required, further physical interventions can be taught according to an audit of need.

The strategies employed to bring about change in the young person's pattern of behaviour may be classified as proactive, active and reactive according to their focus and timing.

PROACTIVE 70%	Addresses needs to prevent problems arising
ACTIVE 20%	Helps individuals to calm so that their needs can be addressed
REACTIVE 10%	Responds to behaviours of concern as they occur

The Use of Physical Intervention

Physical Intervention is principally used in situations where there is a clear, immediate threat by a young person to harm themselves, harm others or to place themselves in a situation of danger and when all other less restrictive interventions have been attempted, although in a few instances, because of the immediacy of danger or level of risk it may be the only option available.

Where there is a high level of disruption to the learning of other students and it is anticipated that this will occur again in the future, a **planned** physical intervention or other restrictive intervention may be appropriate following a multi disciplinary meeting and as recorded on the students' RAMP /IBSP.

When a physical Intervention is used it should be the last resort, the least restrictive option _and_ for the least amount of time.

Recording of Physical Intervention and planning process

Following the use of physical intervention, staff will record details on an electronic recording system (Behaviour Watch). When a restrictive Physical Intervention has been used, parents will be informed by the class teacher or member of the wider leadership team.

Following the incident, staff teams will de-brief and review the IBSP/Individual RAMP and adjust as necessary. Where a planned Physical Intervention needs to be added to an IBSP or Individual RAMP this will be agreed by a member of the PBS team in partnership with a member of the Senior Leadership Team.

Reducing Restrictive Practice

Where a physical intervention is planned (included on an IBSP or Individual RAMP) there should be a long term plan in place to reduce the use of restrictive practice (by frequency, level of restriction or duration) agreed and closely monitored through a multidisciplinary team including parent/carers. The PBS team will provide ongoing support to develop alternative and less restrictive strategies. Restrictive Practice also includes the use of harnesses, wrists straps, restriction of movement and locked doors and should be subject to the restrain reduction process.

Incident monitoring and reviewing

All incidents are recorded on the electronic system 'Behaviour Watch'. Staff record a detailed description of the events, behaviour displayed and strategies implemented including restrictive interventions if used, as well as action taken following the incident. A member of the PBS team will review the incident and provide written feedback including identifying further staff support or training that may be required. Staff teams are responsible for implementing actions included in the written feedback.

Behaviour Watch is able to produce reports and data that allow staff to monitor and analyse incidents, identify triggers and patterns. This will inform functional behavioural assessment in order to develop a plan for the individual student, as well as being able to identify when progress has been made.

Individual Risk Assessment and Management Plan (RAMP)

This is a detailed document that describes students' behaviours, potential triggers and residual risk with strategies in place. The strategies put in place for supporting the students' behaviour is divided into proactive, active and reactive strategies (PROACT-SCIPr-UK ®). The RAMP enables links to be made to the school wide positive expectations to ensure proactive teaching of new skills. The RAMP is a working document and is regularly reviewed and updated.

Corrective responses

PBS emphasises the use of well-matched settings and supports to prevent behaviours of concern happening in the first place. However there will still be times when such behaviours happen. On many such occasions a student will not be *intentionally* behaving in this way. On other occasions some students may act intentionally, but still lack a full understanding of the impact of their actions.

The degree of insight a student has into their actions will depend upon the level of a student's cognitive understanding and communication skills. Even so, the insight of students with comparatively sophisticated language may vary from time to time, depending upon their level of arousal.

The principles of PBS *do not* prevent staff from addressing instances of behaviours that are challenging. Staff *do* need to respond in order to manage the behaviours, but how this is done will depend upon the circumstances and the needs of the student.

At Inscape House School we refer to the wide range of response techniques needed for different students and different occasions as **corrective responses**. Corrective responses are used to help ensure a safe environment for everyone, in which activities and learning are able to take place effectively.

Corrective Responses are:
1. *Immediate actions* taken by a member of staff to bring a concerning behaviour, happening at that moment, to a swift end.

2. *Follow-up actions* taken once a situation is settled, to help prevent the behaviour happening again.

The **Decision Map** (Appendix documents) outlines the overall processes and steps that might be taken in applying a range of corrective responses.

Some corrective responses are classroom-based and delivered by members of the class team. Other corrective responses are delivered by senior staff outside of the classroom - these are usually *follow-up* corrective responses, after any ongoing situation has settled. Any need to involve senior staff will depend upon the severity of the behaviour (see Appendix document - Behaviour Levels).

In PROACT SCIP terms, immediate corrective responses may be thought of as **active strategies**. Reactive strategies, which are designed solely to keep everyone safe and help a situation settle, are not described as corrective responses. However, once a situation is safely settled after the use of reactive strategies, then follow-up corrective responses may be used.

Examples of immediate corrective responses

Immediate corrective responses are used in a graded way, beginning with the lower–level least intrusive interventions and moving to higher–level more directive interventions if required.

Classroom-based immediate corrective responses may include the following broad types:
- Adjusting the setting (e.g. removing a trigger, screening a distraction, moving the student to another part of the setting).
- Providing increased support there and then (increase structure, re-explain, reduce language demand).
- Redirection to an alternative activity using positive directions.
- Talking with a student to sort out a problem that may be unsettling them.
- Naming the problem behaviour and stating the expected appropriate behaviour.
- Explaining to the student the behavioural choices open to them and the outcomes that each would lead to.
- Setting a clear limit to risky or distressing behaviours using firm verbal commands.
- Supporting the young person to leave the situation.

Very many of our students have significant problems with low self-esteem and a negative self-image. In all cases, when responding to a student's behaviour, staff will make it clear that it is the *behaviour* that is undesirable or inappropriate, and not the student as a *person*. Phrases that label the whole person as 'naughty' or 'silly', for example, will not be used.

Behaviour conferences
Follow-up corrective responses take place *after* an instance of concerning behaviour, and only if the student is fully settled. If a student's communication skills are sufficient, given appropriate supports, then a structured conversation (called a **Behaviour Conference**) is held with the student to help them work towards an understanding of the impact of their actions, what they should have done instead and what they need to do to help make amends. Depending upon the situation this could be a brief conversation immediately after an incident or it may be a longer conversation at a later time. Where an incident of behaviour has had a major impact, then the Behaviour Conference and follow-up plan (see below) may be led by senior management and involve parents/carers also. Appendix documents contain the frameworks for Behaviour Conferences.

Restorative and Constructive Plans
The process of a Behaviour Conference is itself a corrective response, but it also provides the basis for a **Restorative and Constructive Plan (R&C Plan).** An R&C plan is a *set* of corrective responses that involve the student in:

1. Making amends for the impact of their actions (the restorative element).
2. Learning the understanding, skills and behaviours needed so that they are less likely to show the same behaviour again (the constructive element).

R&C plans may be verbal, brief and quickly completed, or they might be written plans that involve the student in more extended work. The appendix document provides illustrative examples of R&C plans and examples of individual restorative and constructive measures that might be used in creating plans.

PBS & Punishment
Wherever possible PBS seeks to avoid the use of punishments (sometimes called sanctions or consequences) - in favour of restorative and constructive approaches. This is especially the case for punishments that have no direct and meaningful connection to the behaviour of concern. However, the completion of a Behaviour Conference or R&C plan may in fact require the student to give up some of their own time and effort in order to complete these. Or in being helped to understand and face the effects of their behaviour on others, the student may experience the uncomfortable feelings of regret and remorse. On rare occasions, if a student has *wilfully* damaged property (as opposed to damage occurring when a student is in a state of very high arousal), then Senior Management may ask that the student makes a symbolic financial contribution to the cost of repair. These are examples of outcomes having *incidentally* punitive qualities, and as such they are quite different to the use of arbitrary penalties or simple chastisement (telling off).

There will be times when staff need to prevent an ongoing instance of dangerous or distressing behaviour from continuing by using a brief strong verbal command, such as 'No hitting!'. These commands are used to capture attention and to create an opportunity to use other corrective responses that will bring the episode to a safe close. They are not punishments and staff should not allow these to become a loud, extended telling-off or angry complaint about the student's actions.

Exclusions

At times a student may be issued with a fixed-term exclusion or in some cases a permanent exclusion. This decision will made on an individual case by case basis

and all relevant stakeholders will be informed. The purpose of a student having a fixed-term exclusion is to enable positive planning to support the child back into school safely. Criteria are given below to support consistent decision making.

Circumstances where exclusion may be required:
- A child is presenting high impact challenging behaviours (see **severity criteria** below) so that time is needed for the child's emotional state to regulate, and in the immediate situation this cannot be achieved in school.

OR

- The frequency or intensity of the behaviour is such that the time taken in reactively managing the immediate risks posed by the behaviour is preventing staff from developing or amending the proactive plan.

Severity Criteria:
- The child's behaviour in school is placing the health (including psychological health) and safety of themselves/others at immediate and ongoing risk of serious harm (including high levels of fear and distress).
- OR there is severe disruption to the teaching/care of pupils caused by the pupil intrusively roaming the school.
- OR the child is causing serious damage to property.

    Additional criteria:
- The behaviour is continuous or occurring at a very high frequency.
    AND
- The corrective response protocol and the strategies in the child's IBSP are not successfully reducing the intensity and/or frequency of the immediate behaviour.
    AND
- There is a high likelihood that the behaviour will continue or recur in the next school day.
    AND
- Time is needed to gather information, consult with parents and relevant professionals, develop a new IBSP and organise any necessary practical arrangements.

Return to school meeting
Following a fixed term exclusion parents and professionals (if required) will be invited to attend a meeting prior to the student's return to school. At this meeting a return to school plan will be shared and further actions agreed if necessary.

On returning to school, if appropriate to the student, the R&C plan (see section above) will be discussed and created with the student who was issued with the fixed term exclusion. This will be supported by members of the Therapy and Additional Support Team.
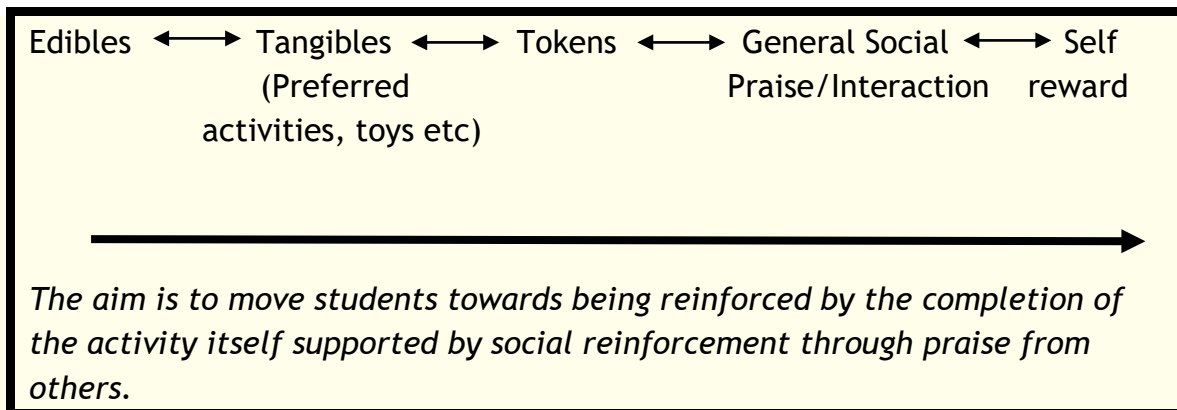
Individual Reinforcement
Reward systems are used to support the development of new skills and are based on the principles of positive reinforcement (for example tokens, tangibles, social praise) and negative reinforcement (for example taking a break). Rewards may be referred to as reinforcers. As detailed in previous sections Inscape House School uses a school wide points system.

Some students may not have developed the understanding of the value of the points system and this may be a target for intervention. While this is being developed some students may need individualised reinforcement that is more concrete, more frequent, or more specific.

Some students begin learning with natural reinforcers such as edibles. When edibles are used this should only occur for as much time as is needed to support the student to develop other reinforcers. When edibles are used they should use options that are as healthy as possible (while understanding some students may not be reinforced initially by "healthy" foods), with a focus on very small portion sizes.

The table below details a fluid model of reinforcement. It's fluid in terms of the students' ability to move between the different levels of reinforcement depending on needs at any particular time.

Edibles ⟷ Tangibles ⟷ Tokens ⟷ General Social ⟷ Self
            (Preferred   Praise/Interaction   reward
         activities, toys etc)

⟶

The aim is to move students towards being reinforced by the completion of the activity itself supported by social reinforcement through praise from others.

(For additional information see Behavioural Principles Guidance)

Target setting ('check-in' sheets)
Additional target setting, in the form of 'check in' sheets, may be required for some students to support them to meet school wide positive expectations.   The check in sheet identifies one or two specific positive behaviours related to the four school wide expectations that the student will focus on. The targets are reviewed regularly throughout the day and the student 'checks in' with a member of the wider management team to inform them of their progress throughout the day.

There is a graded approach to reviewing targets with monitoring systems to record this. Dojo points and individualised rewards are linked to the amount of the targets achieved in lessons. This is implemented by the wider class team with support from the PBS team.

ABLLS-R® curriculum
The ABLLS-R® is an assessment tool, curriculum guide, and skills-tracking system used to help guide the instruction of language and critical learner skills for children with autism or other developmental disabilities. The ABLLS-R® was developed so that these skills can be assessed, tracked and used as a curriculum guide to teach these basic language and learning skills. The focus of the ABLLS-R® is early language acquisition, verbal behaviour, and very early learning concepts and readiness for learning skills. It also provides a review of a learner's early skills (academic, basic self-help, and motor). (Behavior Analysts, Inc, 2016). The ABLLS-R® is an assessment and tracking tool, it is not a style of teaching or intervention.

It lends itself well to being followed by intensive teaching incorporating behavioural principles. It can incorporate specific behavioural approaches such as Discrete Trial Training or Natural Environment teaching, or general principles of behaviour can be added to other teaching approaches.

Data Analysis
Data is gathered about various aspects of behaviour to determine the frequency, intensity and duration of behaviour. The PBS team identifies what aspect of behaviour needs to be recorded and measured and devises appropriate individualised monitoring forms. This data informs functional behavioural assessment and also provides a baseline from which progress can be measured after implementation of strategies and plans.

Tier 3 information

Functional Behavioural Assessment
Functional Behavioural Assessment (FBA) is a precise description of a behaviour and its context with the intent of better understanding the behaviour and those factors influencing it. There are different approaches to Functional Behavioural Assessment in the form of indirect assessment, direct descriptive assessment and functional (experimental) analysis. FBA is carried out by the PBS team with the support of the Board Certified Behaviour Analyst. FBA data should not be viewed in isolation and should be supported with information from additional data analysis (see Tier 2 additional information).

The aim of FBA is to determine the function that the behaviour that challenges serves and any triggers that influence the occurrence of the behaviour.   This information then supports a better understanding of the context of the behaviour and enables the PBS team to develop an individual behaviour support plan (see functional behavioural assessment document for further information).

Individual Behaviour Support Plan
Some students in school may have an Individual Behaviour Support Plan (IBSP). The plan is written by the PBS team following a functional behavioural assessment including a process of consultation involving the student's parents, therapy team members, educational assistants and other individuals as appropriate. The plan is designed to ensure agreement and consistency of approach, to promote a shared understanding of a student's needs and to provide members of staff with clear guidance on how to support the student.

The IBSP details all relevant information relating to the behaviour that challenges, the alternative skill to be taught and the environmental context. It describes proactive, active and reactive strategies that are put in place to reduce the

behaviour that challenges and increase an appropriate alternative behaviour. The plan should be implemented and followed by all people who work with the student.

Information from ongoing data collection and analysis informs whether plan is successful and allows appropriate and timely adjustments.

Multidisciplinary Team
Inscape House School has a wide and well established Multidisciplinary Team. The multidisciplinary team are involved at all tiers in School Wide Positive Behaviour Support, both in planning, implementation and review. Meetings including class team meetings, Phase Leader led meetings, MDT meetings and the Tier 3 forum may be held to plan and review support at different levels.

Tier 3 Support Forum
The Tier 3 Support Forum aims to provide a forum for multidisciplinary planning, support, communication and problem solving. Behaviour data is reviewed and further actions put in place to support students. Tier 2 and Tier 3 support may be actioned along with wider multi-professional meetings (See Tier 3 Forum Terms of Reference).

Bullying
All members of Inscape House School are committed to challenging, managing, resolving and reporting all forms of bullying and harassment in school.

Bullying is deliberately hurtful behaviour that is intended to cause unhappiness or harm in a physical or emotional way to another individual or group. Bullying is not the same as a one off argument, fight or disagreement as it is usually repeated over a period of time, or even towards a number of individuals. Due to nature of the social difficulties that Inscape House school students experience, some social interactions may be incorrectly perceived as bullying although that may not have been the intent.

It is the duty of all staff to protect children/young people from bullying. All staff are trained to identify any issues of bullying and learn the skills needed to intervene and reduce bullying behaviours. We will encourage children/young people to report any incident of bullying to a member of staff and will make children/young people aware that action will be taken as appropriate. We recognise that the fear of bullying can cause as much anxiety as bullying itself and that children/young people need to be reassured that all staff will treat both their fears and experiences seriously. Staff supervision of children/young people will be at a level where children/young people can be monitored and any instances of bullying identified.

All incidents of bullying / perceived bullying will be dealt with, with appropriate severity, on a case by case basis.

The Together Trust has a zero tolerance of bullying – for further information see The Together Trust's Conflict Resolution/Counter-Bullying Policy and Inscape House School's Anti-Bullying Policy.

Peer on Peer Abuse
Allegations of abuse made against other pupils
We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Peer on peer abuse includes;

- Gender based bullying
- Homophobic, biphobic and transphobic bullying
- Inappropriate sexual play
- Harmful sexual behaviour
- Sexting
- Grooming
- Online sexual harassment (including sharing of images)

All peer-on-peer abuse is unacceptable and will be taken seriously. The Together Trust's Safeguarding policy and procedures will be followed as required. For further information see The Together Trust's Safeguarding Policy and Inscape House School Sexual Violence and Sexual Harassment between Pupils Policy (peer on peer abuse).

Equal Opportunities

Behaviour procedures are designed with all students in mind and they define the standards that are expected of all students, irrespective of gender, race, cultural heritage or religion. The policy sets out a common framework or all students and this should be the starting point for staff when addressing matters of behaviour and discipline.

This policy, including all Appendices, is disseminated to all members of staff and available for consultation and inspection. It will shortly be added to the school website. A copy of the policy will also be made available to new staff as part of their induction programme.

Appendix documents and links to other policies

- **Positive Behaviour Support/School Wide Positive Behaviour Support Document**
- **General Behavioural Principles Document**
- **ABLLS-R® curriculum Document**
- **Functional Behavioural Assessment/Individual Behaviour Support Plan Document**
- **Decision Map**
- **Behaviour Levels**
- **Essential Positive Expectations**
- **Conference PBS questions**
- **Corrective Responses and R&C measures**
- **R&C Outcome example**
- **Tier 3 Forum Terms of Reference**
- **Inscape House School Anti-bullying policy (awaiting update)**
- **The Together Trust's Conflict Resolution/Counter-Bullying Policy**
- **The Together Trust's Safeguarding Policy**
- **Inscape House School Sexual Violence and Sexual Harassment between Pupils Policy (peer on peer abuse)**
- **Inscape House School Anti-bullying Policy**

Policy written: December 2017