Humberston Park School

...engaging children in creative and enjoyable learning that is of functional value to them now and in the future.

Inclusiveness, Independence & Enjoyment

Conduct, Challenging Behaviour and Positive Behaviour Support (PBS)

Approved by:	**Trust Board**	**Date: 7/12/2024**
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CONDUCT, CHALLENGING BEHAVIOUR

And

POSITIVE BEHAVIOUR SUPPORT (PBS)

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POLICY ON CONDUCT, CHALLENGING BEHAVIOUR

AND POSITIVE BEHAVIOUR SUPPORT (PBS)

1. WHAT

1.1 Introduction

Our approach should be guided by a clear consideration of the interests and well-being of the pupils. Any methods adopted should be soundly based on this rather than be dictated by the convenience of staff or personalised attitudes.

- The background environment, day to day organisation and our dealings with pupils should reflect an appropriate balance of enrichment and structure where all pupils' positive behaviours and achievements are recognised and encouraged.

- Maintaining an environment conducive to our pupil's social and behavioural development requires consistency of practice by all the staff all the time.

- The approach to behaviour and discipline should be developed and implemented in the context of attempting to fulfil the schools mission statement, general aims and objectives

- An expectation that the atmosphere should be calm and orderly is compatible with a stimulating environment where the pace of meaningful, relevant and needs related activity is maintained.

- Active modification of children's 'problem' behaviour is proportionately less justified as the quality of that environment is allowed to diminish.

1.2 Context

- That the school's pupil/student population covers a wide age and ability range including both vulnerable individuals and some pupils/students who exhibit challenging behaviours.

- That there is high ratio of staff to pupils/students but resources are at any one moment in time have limitations

- That particular methods essential to the school's approach are adopted (e.g. PBS Functional Analysis, Development of Attention, ASD related practices, SULP procedures) these are associated with the high priority the school attaches to maintaining an orderly and productive environment.

- The use of PBS.

PBS is essentially applied behaviour analysis (ABA). The key features of ABA that are embodied in the PBS framework include the use of functional behavioural assessments to inform interventions, the remediation of problematic environments and specific teaching of alternative replacement behaviours as well as the manipulation of contingencies to promote positive behaviour and reduce behaviours of concern.

- That the BILD (British Institute of Learning Disability) of Code of Practice and guidance on the law and ethical approaches to Physical Intervention and relevant DfES guidance and regulations are followed.

- That there are limits to what the school can effectively manage by the nature of some pupils/students' needs where Challenging Behaviour is persistently at high levels of risk to others and the individual themselves despite consistent employment of PBS strategies.

2. HOW

2.1 General Rules of Conduct

2.1.1 In applying rules of conduct staff will need to bear in mind the varying age and ability levels of pupils and students. This should not exclude or excuse particular individuals or types of pupil, but will promote effective development of good conduct through high but reasonable expectations relative to the individual's potential.

2.1.2 Rules of conduct apply to **everyone** at the school and clearly adults are expected to lead by example.

2.1.3 We will routinely measure good conduct by its due respect to persons and property in what is a place of work. Good conduct allows for the work of education to be carried out in an orderly and enjoyable manner.

2.1.4 **We therefore expect**:

i) Courtesy and politeness to pupil's, staff and visitors

ii) Fairness and honesty in our dealings with one another

iii) Co-operation and helpfulness

iv) Application to work to the best of one's ability.

v) Respect for the working environment and behaviour appropriate to the situation

vi) Even temperedness and self-discipline

vii) Appreciation of differences in ability, encouragement and acknowledgement of effort as well as celebration of achievement.

viii) Sensitivity to changes in individuals physical and emotional well being

ix) Adherence to rules and requests

x) Rules and requests which are clear, reasonable and consistent with the schools aims.

2.2 **Bullying**

i) Bullying and intimidation will not be tolerated.

ii) Pupils and staff have a right to be free from such stress.

iii) It is important that instances of bullying or intimidation are identified and dealt with accurately and early.

iv) Staff should not **presume** a pupil has acted inappropriately and reprimand them, however based on **previous behaviours only** or reputations.

v) **Individuals should not be singled out** and labelled as 'bad', 'naughty', disruptive in themselves. It is important to be objective about the individuals **behaviour** and the reasons for its inappropriateness.

vii) Staff should be aware that they may intimidate children by their size or through certain body postures and gestures. It is also important to recognise that some pupils feel intimidated if their personal space is 'invaded'. Staff should practice neutral and unanimated responses to difficult behaviour.

2.3 **Applying Rules**

i) There should be written 'class rules' which are consistent with school policy. They may vary in detail for different age groups.

ii) All staff should be equally familiar with class rules.

iii) Where age appropriate pupils should be involved in devising class rules and all pupils should be made aware of them.

iv) Class staff should discuss and evaluate class rules through the class team meetings.

v) Any strategies adopted for dealing with inappropriate behaviour should be discussed and agreed before implementation and then applied consistently and effectively.

vi) Consistency in applying standards and rules throws up some issues. There are pupils of the same chronological age who because of their difference in developmental level and needs are treated differently e.g. Child 1 is encouraged to sit for a period of time in registration sessions, but it is accepted that at this point in time they are not ready to sit for extended periods. Child 2 although younger would not be allowed to 'wander' in the same situation.

However, there are 'areas' where the same standards are applied to all pupils. This would include aggression to other pupils or adults – Both the above children would not be allowed to hit another child, although the means of intervening may differ.

vii) When clarifying and reinforcing the rules the child's level of understanding should also be considered and the language the adult uses matched to this level of understanding. Class staff should employ a basic 'break off' or pause point by requesting that pupils/students "STOP and LISTEN". This also gives staff a chance to consider their language.

viii) Class staff should be consistent in the above and not adopt an ad hoc approach.

3. **Rights and Sanctions**

3.1 **Rights**

i) Rights include all curriculum activities – pupils <u>access</u> to curriculum activities should not be denied due to behaviour issues.

At times though a pupil may be removed from a particular session if their behaviour is significantly disrupting to others. Removal in itself should not be considered 'a

solution'. If it becomes a regular occurrence then it will be necessary to consider alternative strategies.

Care should be applied when removing a pupil from a session as it may be 'Negatively Reinforcing' for the individual and may perpetuate the behaviour.

A pupil may be prevented from participating in certain curriculum activities e.g's integration, community, swimming if their behaviour is considered a risk to others or themselves.

ii) Pupils are entitled to a drink –and healthy snacks. Unless the circumstances are exceptional removal of these should not be considered

iii) Pupils have a right to a break from work. It may however be justifiable that they could forfeit their playtime if their behaviour merits it. Again this should not be considered a long term solution.

This should only be used if it is very clear that the pupil comprehends the consequence of their behaviour.

iv) Pupils should not be threatened with sanctions that cannot be carried out.

v) Pupil/students' rights cannot be used as a sanction.

3.2 **Sanctions** which are not acceptable

i) Whole group punishment for individual's action.

ii) Scapegoating individuals for the actions of others.

iii) Humiliating or degrading punishments.

iv) Punishment which is disproportionate to the offence.

v) Restriction of Liberty by locking a child in a room and corporal punishment are prohibited.

vi) The following are not be grounds for sanctions or actions the child finds aversive.

- wetting or soiling

- feeding problems

- non compliance to a work task (individual or group) through inability

vii) Shouting and verbal chastisement: It should not be necessary for pupils to be subject to regular and/or excessive shouting or verbal chastisement. This is not a productive or acceptable form of controlling behaviour.

No member of staff should feel that they have failed if they decide it is necessary to swap with another member of staff if in their judgement they are about to lose control of the situation or their own temper.

viii) Staff should not apply arbitrary sanctions.

If regular disciplinary measures are not effective in a 'one-off' event and a pupil continues to present disruptive or threatening behaviour the class team should alert members of the Leadership Group who will directly support the class team.
If the behaviour is repeated both the Leadership Group and PBS Lead need to be consulted.

viiii) Any Restrictive Physical Interventions

Restrictive physical interventions should only be instituted as part of a planned PBS programme. This must be authorised by the Headteacher and a PBS plan discussed and signed as agreed by relevant staff and the parents/carers.

The only other situation where this may happen involves one or more of the areas below. Where the behaviour is extremely dangerous and can significantly impact on the health and wellbeing of the individual or others and when, all other strategies have been unsuccessful. It is a last resort when faced with no other safe alternative:

- Hurting themselves
- Hurting others
- Damaging property
- Committing an offence

Unless these are immediate incidents, the expectation would be that a member of Leadership has been called for and is present at the time when restrictive physical intervention is required.

Restrictive Physical Intervention is carried out by Level 2 Team Teach trained staff.

4. **Managing behaviour to reduce anxiety and disruptions**

i) Staff should apply school and class rules consistently, effectively and promptly. It would be preferable for lower level behaviours to be dealt with so that repeated incidents do not escalate.

ii) If pupil's/students poor behaviours persist they should not be allowed to disrupt the education of others or cause anxiety to pupils and staff.

iii) Where it is evident that the pupil/student can comprehend immediate consequences then a straightforward procedure should be established. This should provide a basic warning or a stepped procedure using clear consistent reduced language (if appropriate symbol supported).

This should be implemented in the least restrictive manner to result in compliance to reasonable requests and the known rule system.

Where this does not happen the consequence may mean exclusion from the current session but must result in the rest of class being able to carry on with the set session free of disruption.

iv) For older pupils and students or pupils with more advanced comprehension they should be involved in devising 'an agreement' about their behaviour in relation to school rules, conduct to staff and fellow students.

v) Staff should not 'turn a blind eye' to regular and persistent behaviours that are offensive generally (e.g. swearing) or distressing to particular pupils (e.g. intimidation even if short of physical aggression).

These events have to be discussed at Class Team Meetings.

vi) In extreme cases of repeated incidents of verbal or physical assault, major and dangerously destructive behaviours or serious one-off physical assaults on pupils or staff the school will enact formal Exclusion procedures.

This could result in a fixed term exclusion e.g. 1-5 days, 5-15 days or 15 days plus for serious breaches.

In exceptional cases either by the nature of the incident or the schools accumulated risk assessments the school could ultimately exclude a pupil or student permanently.

vii) **Post 16 Students**

At entry age and review of continued placement in the schools Sixth Form factors regarding student's behaviour will be considered carefully.

The school will not allow a continuation of repeated incidents where physical intervention is necessary for a post 16 student.

5. Rewards as an element in PBS strategies

5.1 A reward is something a person likes and will work for. It is not necessarily what we assume that a person likes and it may not necessarily be a strong enough reinforcer of behaviour even if the person finds it pleasant.

5.2 Rewards are used to reinforce learning and behaviours. The most effective reinforcers are incompatible with or in competition with the targeted inappropriate behaviour.

5.3 Rewards and reward systems need to be thought out and applied consistently.

It should be remembered that it is also possible to reward and therefore reinforce bad behaviour unintentionally. As a general rule if staff are unsure how to respond to behaviour which is inappropriate or challenging it is advisable to practice as neutral a response as possible. Animated reactive responses should be avoided.

5.4 The long term aim of using rewards should also be compatible with promoting personal and social development and in particular the individual's independence and autonomy.

This involves progressing from the use of primary extrinsic rewards (e.g. food or drink) to more mature social praise (e.g. "well done", "good effort") and encouraging work and appropriate behaviour for its intrinsic value.

5.5 There should be an assessment of what can be an effective and workable reward system.

5.6 **To Note -** Clearly some rewards can be given more easily than others and rewarding language can become habitual in schools.

Neither what is easy to give nor what we have become used to doing are necessarily appropriate.

E.G. using "good girl" however enthusiastically is less appropriate in working with a 16 year old than with a 4 year old. (Please work hard collectively at avoiding easy but patronising language).

6. Encouraging Positive Attitudes

6.1 The background environment should be one which is structured and organised in a way that pupils can succeed.

6.2 Pupils efforts and improvements (even if small) should be identified and recognised. In situations where behaviour patterns need to change, the targets and pace of change towards the objective need to be realistic i.e. reasonable steps may represent achievement but an 'all or nothing' approach can be frustrating to all involved.

6.3 Although we should have high expectations of our pupils, there should also be recognition that there are occasions when the demand level on certain individuals should be decreased or changed (e.g. curtailing a demand task earlier than usual can allow everyone to finish on a positive note – this is beneficial for both the current situation and when the session is repeated in the future. In contrast it is a positive development when staff are able to agree extending a period of demand when the pupil is motivated and clearly wants to do more).

6.4 An essential element of the school aims relates to the association of communication and independence. Pupils need to have maximum opportunity to comprehend the situation they are in and to effect the environment around them.

- Encouraging self-control and self-discipline is less likely to be effective where pupils experience little forewarning and a lack of apprehension of consequential events.
- Pupils should be cued in at an appropriate level to what is happening and what is expected.
- Pupils should as far as possible be given every opportunity to do things for themselves, rather than be 'talked through' routines or prompted unnecessarily.
- Pupils should be given space and time to explain themselves as well as express concerns, ask questions or make requests.

6.5 Our dealings with students should pay due respect to the age of secondary and post compulsory pupils.

6.6 Careful consideration needs to be given to talking about children's behaviour in front of them. If this is a positive discussion then the pupil/student should be involved. Unless there is a clear thought out strategy then it is better to avoid talking about pupil's behaviour problems publicly with the pupil present.

Talking about a pupil's disabilities in front of them is patronising and should be avoided unless the young person is involved and comprehends what is being said.

7. **Challenging Behaviours Principles**

7.1 **Definition**

From the committee on Services for children with a Learning Disability and Severely Challenging Behaviour (Mental Health Foundation 1997) in the report 'Don't Forget Us. Children with Learning Disabilities and Severe Challenging Behaviours'.

"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 deny access to and use of ordinary community facilities or impair a child's personal growth, development and family life. It should be emphasised that such behaviour represents a challenge to services and that definitions are therefore based on social judgements (what challenges one service or institution may not challenge another) and definitions must be considered in context".

Emerson 1995 defined challenging behaviour as “culturally abnormal behaviours of such an 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 use of, or result in the person being denied ordinary access to ordinary community services”

(The school would emphasise to staff that in many ways our job is to compete against the continuation, entrenchment or increase in behaviours which ‘limit’, ‘deny access to’ and worst still exclude individuals from services they would benefit from).

7.2 Our understanding of what counts as Challenging Behaviour is important, particularly in terms of social context. We should avoid over including all forms of indiscipline as challenging but at the same time appreciate the impact of persistent behaviours which the school can ‘manage’ but which either the family or other establishments cannot safely contain. This is particularly important as the individual grows and access and denial issues become more acute.

7.3 Even where all procedures have been implemented rigorously there is still the possibility of an assault occurring and injury resulting to other pupils, staff or the individual themselves.

The Headteacher or Leadership Group members need to be informed and called upon for assistance and advice.

Reporting and incident procedures must be followed.

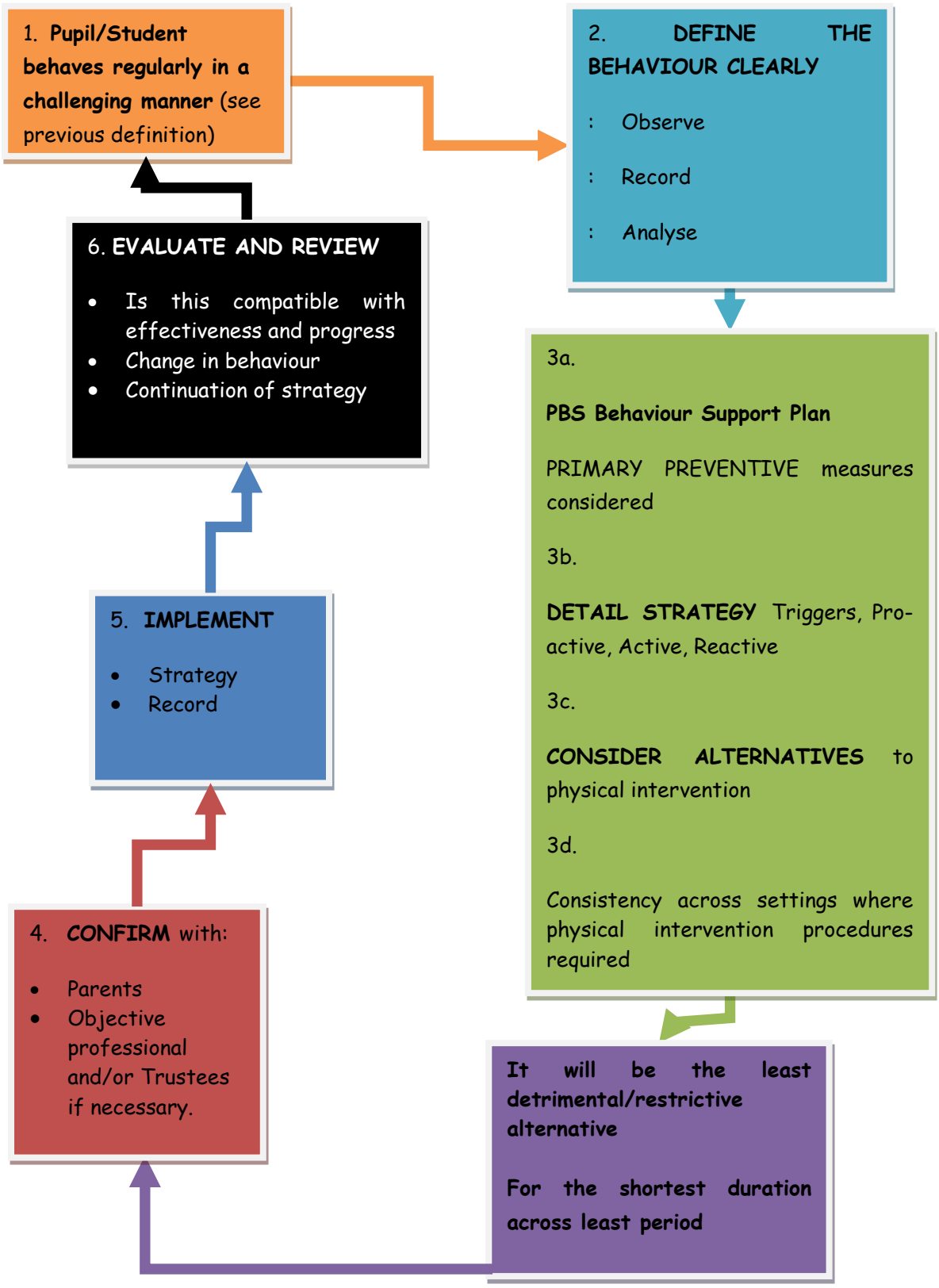
First aid procedures will be followed as required.

The Assaults on Staff procedure will be followed where events fall into the categories of incident covered by this policy.

8. <u>The paramount interest of the individual</u>

The school has to employ general principles and effective procedures to ensure that its Duty of Care is fulfilled in the context of the schools Aims and Objectives.

The model set out below is adapted from ‘Legal Issues arising from the Care Control and Safety of Children with Learning Disability who also present Severe Challenging Behaviour’


1. Pupil/Student behaves regularly in a challenging manner (see previous definition)
2. DEFINE THE BEHAVIOUR CLEARLY
: Observe
: Record
: Analyse
3a.
PBS Behaviour Support Plan
PRIMARY PREVENTIVE measures considered
3b.
DETAIL STRATEGY Triggers, Pro-active, Active, Reactive
3c.
CONSIDER ALTERNATIVES to physical intervention
3d.
Consistency across settings where physical intervention procedures required
It will be the least detrimental/restrictive alternative
For the shortest duration across least period
4. CONFIRM with:
Parents
Objective professional and/or Trustees if necessary.
5. IMPLEMENT
Strategy
Record
6. EVALUATE AND REVIEW
Is this compatible with effectiveness and progress
Change in behaviour
Continuation of strategy

9. **Challenging Behaviour – Procedure**

9.1 **Prevention/Recording**

i) Challenging Behaviours can often be prevented by the careful management of setting conditions.

ii) Observation and accurate recording of settings, triggers, the behaviours targeted and the results can show the pattern or function of behaviours (Appendix 3).

What is the pupil trying to communicate by these behaviours.

iii) The Motivational Assessment is used to establish what the pupil is trying communicate (Appendix 4)

iv) The interaction between environmental setting conditions and personal setting conditions should be explored for each pupil/student who presents a challenge. Setting conditions should be modified to reduce the likelihood of challenging behaviour occurring (Primary Prevention).

v) Secondary Prevention procedures should be developed to ensure that whenever possible problematic episodes are properly managed with non-physical interventions before a pupil/student behaviour escalates.

Teach and provide a more acceptable way of communicating their need or request.

vi) For each pupil/student who presents a challenge there should be individualised PBS Plan for responding to incidents of aggression and reckless behaviour (See Appendix 1 and 2). If appropriate the strategy should include directions for using physical interventions but this must be a last resort.

9.2 **Team Teach**

Team Teach is an accredited training company that provides staff with the knowledge and skills on de-escalating strategies and physical intervention techniques to support teaching, learning and caring. Team Teach promotes the least intrusive positive handling strategy with an emphasis on personalised planning, creating capable environments and developing positive relationships before physical handling methods are utilised. Any Positive Behaviour plans that are created are discussed with the young person, where applicable, parents/carers and any adults who support the young person. Our internal team teach trainers are responsible for delivering, monitoring and evaluating the use of team teach across the whole school.

9.3 **Record Accurately, Collate, Summarise, Evaluate, Review**

i) Staff must record accurately but succinctly. Records of *frequency* will only be useful if they properly identify incidents of the target behaviour consistently. Ratings and comments on *severity* must be objective and measured. Overreaction, exaggeration or redundant subjective comments are not helpful.

ii) Collated records should be regularly summarised and evaluated i.e. patterns or combinations of settings and triggers should be identified.

iii) Programmes should be reviewed and where agreed changed in the light of sound evaluation. Staff should avoid rapid or repeated changes without a solid reasoning basis.

iv) Recording should be placed on to the behaviour database called Behavioursmart. There is a crib sheet to support the effective recording of behavioural incidents (Appendix 5).

APPENDIX 1

PBS PLAN GUIDANCE

- When a PBS plan should be devised
- What detail is required if a PBS plan is needed
- What records should be kept and when should a record be submitted for the central recording system (Behavioursmart)
- When PBS Plans need to be signed off as agreed by Parents and the Headteacher
- What is the review process involving parents for PBS plans?

1. When a PBS plan should be devised

1.1 The most obvious cases are where a pupil's behaviour can be physically aggressive, destructive and/or highly disruptive. This would be more than a one-off event and would be classed as posing a serious risk of harm to other pupils, staff or themselves which requires structured proactive and reactive procedures but may necessitate physical intervention.

Where physical interventions have occurred or where there is high likelihood that they could occur then there must be a PBS Plan devised. STAR recording should be carried out and a functional analysis undertaken.

We have a Duty of Care regarding the person and others safety and therefore we must set out the most effective and appropriate Reactive Strategy possible. But the primary focus of PBS Plans (based on Functional Analysis) is Prevention.

The school's policy on behaviour sets this out in detail but it is essential that as much objective and accurate information is gathered on Primary Setting Conditions (Personal and Environmental). These are what predisposes an individual to exhibit Challenging Behaviour. Given this knowledge we then have to establish what to put in place to avoid or offset the individual's susceptibility to Challenging Behaviour.

Part of this process is staff having a sound basis for identifying the signs of behaviour escalating and the triggers which may make the situation worse.

1.2 The less obvious cases are where a pupil's behaviour may present as a serious barrier to their own and others learning and engagement. These behaviours may also be associated with lower level disruptive behaviours or where Risk of Harm is possible but assessed as Low Severity or Likelihood.

Where more direct conventional approaches to conduct have been tried and failed it is appropriate to use the PBS approach.

1.3 It is not necessary however to devise a PBS plan for every type or instance of difficult behaviour or misconduct.

2. What detail of a PBS plan is needed?

2.1 Where a PBS plan is appropriate (for 1.1 or 1.2 above) it is not necessary to list every aspect of a pupil's day.

2.2 It is important however to have a clear statement about Primary Setting Conditions and more immediate Triggers.

2.3 It is important to have a clear statement, where possible, about the Function of the behaviour and this should include the communication intended. (See also Appendix 4 Motivation Assessment Scale)

So basically:

- 'what need is the pupil trying to communicate to us' by this behaviour?
- What more appropriate means of communicating this need can we provide?

3. What records should be kept and when should a record be submitted on to Behavioursmart

3.1 Records of all behavioural incidents will be submitted on to Behavioursmart.

3.2 Where incidents are significantly concerning in frequency and duration, these may be placed onto the safeguarding database called CPOMS.

3.3 Records that should be kept by the Class Team.

i) If a pupil has a PBS Plan then this has to be based on evidence gathered in order to:

- Pinpoint targeted behaviours
- Undertake a Functional Analysis
- Identify Setting and Trigger factors
- Set out a more appropriate means for the pupil to communicate their needs

It follows that there should be:

- A baseline record
- 6 monthly reviews of the plan
- Feedback where any behaviour audit has taken place

ii) The format for recording would usually be the following:
- STAR charts (Appendix 3) to be used when first assessing a pupil to create a PBS Plan.
- Behavioursmart overview print out of incidents
- A 6 monthly and annual review comment on thePBS Plans

4. <u>When PBS plans need to be signed off as agreed by Parents and the Headteacher</u>

- PBS Plans which include planned Physical Intervention to Red events occurring require signing off
- Routine low level physical contact with pupils does not need to be signed off even if the pupil has a PBS Plan. The signing off page should be removed from the PBS plan in these cases
- In cases where pupils need assistance if they've dropped to the floor, physical guidance in a particular direction or basic blocking of their path for their own safety then signing off is not necessary.
  Such situations are covered by 'in loco parentis'. Basically staff are doing what any reasonable parent would do in the circumstances.
  Remember however 'WITWTTCH', particularly with drops to the floor. Waiting out may be more appropriate unless there is a clear and present danger identified.

5. <u>What is the review process involving parents for PBS Plans</u>?

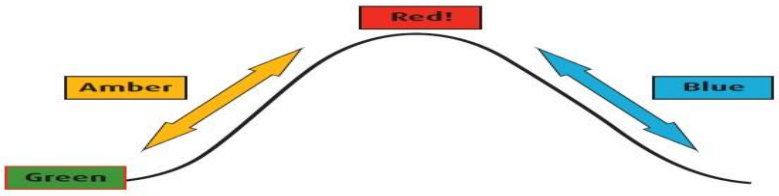
- Behaviour may be an issue raised at EHCP review meetings but there is generally not enough time to effectively discuss significant and often complex behaviours at these meetings
- The general rule to be adopted is that unless there is a need for an urgent meeting (e.g. escalation of behaviours may lead to exclusion, at parent's request due to rapid deterioration at home) then review meetings or discussions for PBS Plans will be offered no less than 6 months after the initial plan was created.
- Internal reviews of PBS Plans happen daily to ensure strategies are effective, meaningful and necessary.
- Formal reviews take place every 6 months.

6. <u>The Stages across a PBS Plan</u>

Always bear in mind:

- 'What is the pupil trying to communicate by their behaviour?'
- 'Can we teach them a better way of communicating these needs?'

The arousal curve describes the phases of anxiety or *physiological arousal* level when someone's behaviour escalates and an incident or crisis situation occurs.



Green – calm and relaxed

This is the phase we want to be in. We therefore need to support the pupil to remain in 'green' by using proactive support strategies.

At this baseline level of arousal people are most able to communicate, to learn new skills and try new things. Some people with learning disabilities and/or autism spend variable amounts of time in Green as they may have high or fluctuating levels of anxiety.

In this phase, the stress hormone levels in the body are at a normal balance.

Green strategies

These are some possible proactive strategies that might be used. These are general examples; each support plan will contain more detailed, personalised strategies.

- Teach and give opportunities to use relevant communication
- Teach replacement skills
- Give reminders of rules, routines and structures
- Provide choice wherever possible (may be 2 options or more)
- Praise and reward positive behaviour
- Change the environment
- Consider healthcare, exercise and diet
- Consider the way we talk to people
- Keep language simple
- Use positive language (avoid 'no' or 'don't')
- Use an individualised communication plan
- Take care when presenting tasks, avoid over extending activities the pupil is finding very difficult. (It's preferable to cut some activities short and end on a positive note)
- Be consistent!

Amber – anxious, aroused or distressed

The person begins to get agitated, anxious and displays some signs or behaviours that they are unhappy or stressed. Their behaviours can start to challenge others and escalate if the triggers for their anxiety continue or increase. This phase can be slow or very fast.

The stress hormone adrenalin starts to have an effect on the body – increasing heart rate,

Breathing and sweating. This is the body preparing for a 'fight or flight' response in reaction to whatever is causing anxiety.

Amber strategies

These are some possible strategies that might be used when someone is in the amber phase to try to support them back into green. This is called *de-escalation*.

- Divert or distract
- Use body gestures/signs that are non-threatening and may lead the pupil to communicate their feeling or need more acceptably
- If safe, don't respond to the behaviour (but not the person) – This needs to be 'planned ignoring'. Ad hoc inconsistent responses may cause an escalation of the behaviour
- Label the feeling or need and give them permission by accepting their nearest acceptable approximation
- Withdraw from the situation
- Change of person supporting them
- Stay as calm as possible

Red – incident

This is the phase of arousal when people display challenging behaviour. Emotions are high and the person may not be able to hear someone speaking to them or process language. So any communication should be minimal and simple. When supporting someone with a learning disability who is in red, the priority is to keep that person and those around them safe. Planned reactive strategies should be used quickly to help the person calm down and move into the blue phase.

At this high level of anxiety people can feel scared and out of control – the large amounts of adrenalin released in the body create unpleasant sensations like a fast heart rate and heat.

Red strategies

These are things to consider when someone is in the red phase, or in crisis. Strategies should be planned that are the least restrictive option for that individual and that keeps them and those around them safe. Most people are extremely aroused or anxious when they are displaying Challenging Behaviour.

A lot of our communication is non-verbal so it is important we are aware of what our body language conveys and that we offer low arousal support.

- Appear calm
- Be aware of personal space
- Consider eye contact
- Consider touch
- Consider noise
- Listen
- Avoid multiple people trying to communicate with the pupil

Think about the young person's preferences for the above and what will be most useful for them. For example, some people are comforted by physical touch, others dislike it.

Blue – calming down but still need to be careful

When an incident is over, it is important the person has time and space to calm down fully – this may take some time. They are still recovering and not feeling back to normal, so a reminder of the trigger or the behaviour can take them back up to red.

The person's breathing rate and heart rate start to lower and eventually return to a normal resting rate; this can give a 'slump' phase when the person feels tired and drained.

When you feel the person has calmed down, try to gain the voice of the child whether that be through the use of their well-being profile, Augmentative and Alternative Communication (AAC) or verbally.

Blue strategies

These are some strategies that may be used when someone is in the blue phase, to try to support them to calm down fully and back into the green.

• Recognise the signs that the person is recovering and that their behaviour begins to resemble 'the green phase of behaviour'

• Be patient. It can take 20 minutes to calm down, but may be a lot longer for some pupils

- Check everyone is okay
- Seek medical support and complete accident book if required
- Complete Behavioursmart incident report
- Share information with people who need to know
- When appropriate talk to child and reflect on alternative, more appropriate ways to communicate where possible.
- Learn from the incident and record this in the post incidental learning part of Behavoursmart.

APPENDIX 2

POSITIVE BEHAVIOUR SUPPORT PLAN

Student Name:		**Date:**	

PERSONAL FACTORS	**SUPPORT**
ENVIRONMENTAL FACTORS	**SUPPORT**
PROACTIVE	
NEEDS COMMUNICATED BY BEHAVIOUR	**SUPPORT (inc. alternative appropriate means of communicating need)**
PROACTIVE	
BEHAVIOUR – GREEN STAGE	**SUPPORT – GREEN STAGE**

ACTIVE	
BEHAVIOUR – AMBER STAGE	**SUPPORT – AMBER STAGE**
REACTIVE	
BEHAVIOUR – RED STAGE	**SUPPORT – RED STAGE**
POST REACTIVE	
BLUE STAGE	**SUPPORT – BLUE STAGE**
Gain the voice of the child.	

Six Monthly Review Summary
Annual Review Summary

Humberston Park School

...engaging children in creative and enjoyable learning that is of functional value to them now and in the future.

Inclusiveness, Independence & Enjoyment

POSITIVE BEHAVIOUR SUPPORT PLAN

Non-Restrictive and Restrictive Physical Intervention (RPI) may need to be used as part of a reactive (red section) strategy within the Positive Behaviour Support (PBS) Plan.

The necessity for the plan and any agreed non-restrictive and restrictive physical interventions presupposes that:

1. Conventional approaches to discipline and alternative de-escalation methods have been tried but have not been successful (e.g., sequences and routines changed, rewards system reviewed, lowered demands, distraction techniques used).

2. The pinpointed behaviours of concern are at a significant level of frequency, quantity, duration or severity that they cannot be ignored.

3. The pinpointed behaviours are posing a significant risk to the safety of the individual, other students or staff.

4. Before a Non-Restrictive or Restrictive Physical Intervention is used the best interests of the individual have been taken into account.

5. Consultation has taken place between the Class Team Leader, Leadership Team member and parents/carers and the Red Section of the Positive Behaviour Support Plan has been explained, agreed and signed by all.

6. Parents and carers are aware that in situations that put the individual or others at immediate risk of harm, unplanned Restrictive Physical Interventions may be used.

	Signatures	**Date**
Parent / Carer		
Headteacher		
Leadership Team Member		
Class Team Leader		
Other (Please State)		

ONLY COMPLETE IF RED SECTION

STAR CHART

APPENDIX 3

STAR	S - Setting	The context in which the behaviour occurs
	T - Trigger	Particular signals or stimuli in a situation which 'set off' specific actions
	A - Actions	The behaviours which causes concern and any new behaviours which need to be taught or encouraged
	R - Results	The consequences which immediately follow an action
	Duration	The time of challenging behaviour E.G. shouting 3 min
(PLEASE RELATE TO RED/AMBER PBS SECTIONS)		

L1 Blocking
L22 Person ESC
L33 person ESC
L42 Person Hold
L5LG

DATE/ TIME/ DURATION	SETTINGS	TRIGGER	BEHAVIOUR AMBER	BEHAVIOUR RED	RESULTS	Level of respond L1-L5	INITIALS

STAR Chart

APPENDIX 3

APPENDIX 4

MOTIVATION ASSESSMENT SCALE

Child's Name_____ Rates_____ Date_____

Exact Description of behaviour_____
_____
_____

		Never	Almost Never	Seldom	Half the time	Usually	Almost Always	Always
1	Would this behaviour occur continuously if your child was left alone for long periods of time? (For example one hour)	0	1	2	3	4	5	6
2	Does this behaviour occur following a command to perform a difficult task?	0	1	2	3	4	5	6
3	Does this behaviour occur when you are talking to other persons in the room?	0	1	2	3	4	5	6
4	Does this behaviour ever occur to get a toy, food or game that he or she has been told he or she can't have?	0	1	2	3	4	5	6

5	Does this behaviour occur repeatedly, over and over, in the same way? For example rocking back and forth for five minutes.)	0	1	2	3	4	5	6
6	Does this behaviour occur when any request is made of your child?	0	1	2	3	4	5	6
7	Does this behaviour occur whenever you stop attending to him or her?	0	1	2	3	4	5	6
8	Does this behaviour occur when you take away a favourite toy or food?	0	1	2	3	4	5	6
9	Does it appear to you that he or she enjoys performing this behaviour, and would continue even if no one was around?	0	1	2	3	4	5	6

10	Does your child seem to do this behaviour to upset or annoy you when you are trying to get him or her to do what you ask?	0	1	2	3	4	5	6
11	Does your child seem to do this behaviour to upset or annoy you when you are not paying attention to him or her? (For example, sitting in a separate room, interacting with another child).	0	1	2	3	4	5	6
12	Does this behaviour stop occurring after you give your child the toy or food he or she has requested?	0	1	2	3	4	5	6
13	When this behaviour is occurring, does your child seem unaware of anything else going on round him or her?	0	1	2	3	4	5	6

14	Does this behaviour stop occurring after (one to five minutes) you stop working or making demands of him or her?	0	1	2	3	4	5	6
15	Does he or she seem to do this behaviour to get you to spend some time with him or her?	0	1	2	3	4	5	6
16	Does this behaviour seem to occur when your child has been told that he or she can't do something he or she had wanted to do?	0	1	2	3	4	5	6

SCORE RESULTS

1._____ 2._____ 3._____ 4._____

5._____ 6._____ 7._____ 8._____

9._____ 10._____ 11._____ 12._____

13._____ 14._____ 15._____ 16._____

TOTAL T=_____ T=_____ T=_____ T=_____

MEAN M=_____ M=_____ M=_____ M=_____

'S' 'E' 'A' 'T'

FUNCTION 'Stimulation' 'Escape' 'Attention' 'Tangibles'

Any additional comments:

Item Descriptions

Whether you complete the Motivation Assessment Scale yourself, use it as an interview tool or provide it to raters to complete independently, it is important to be familiar with the intended meaning of each item. We have included clarification in the following item descriptions. Along with each item (bold) and item description, appear the motivation that the item is testing, as well as related item numbers.

1. **Would the behavior occur continuously, over and over, if this person was left alone for long periods of time? (For example, several hours.)**

   Sensory Feedback (1, 5, 9, 13)

   This is the first of four items to try to determine if the behavior is occurring for its sensory feedback. If the behavior problem goes on for long periods of time (e.g., rocking back and forth, spinning plates) regardless of what else is happening in the immediate area, then it may be happening because of the sensory feedback.

   Comment 1: When an individual is not left alone due to safety issues, try to guess what would happen if you did leave her alone. Many times the result is obvious to the person answering the question (e.g., "Oh, the behavior would stop immediately if we left her alone!"). This is one situation where you are allowed to give your best guess.

   Comment 2: In the case of a behavior like physical aggression to others that only occurs in the presence of others, you would answer the question just as it is written. If the behavior would never occur if he was left alone because the individual can't hit people when he is alone, then you would rate it as "Never."

2. **Does the behavior occur following a request to perform a difficult task?**

   Escape (2, 6, 10, 14)

   This item is the first of four to try to determine if escape from unpleasant situations is involved in the behavior problem. In this item, the unpleasant situation would be a difficult task.

   Comment: For individuals who do not understand spoken communication, other non-verbal forms of communication can be substituted in the question.

3. **Does the behavior seem to occur in response to your talking to other persons in the room?**

   Social Attention (3, 7, 11, 15)

   This item is the first of four to try to determine whether the behavior is motivated by social attention. It is assumed in this item that if the behavior problem seems worse when the person is not getting attention, and someone else is, then the problem behavior may be occurring to get back that attention.

4. **Does the behavior ever occur to get a toy, food or activity that this person has been told that he or she can't have?**

   Tangible (4, 8, 12, 16)

   This item is the first of four designed to find out if tangible outcomes are involved in the behavior problem. It focuses on whether the behavior serves to get some tangible outcome when the person was denied a preferred item, food, or activity.

   Comment: For those who do not understand spoken communication, other non-verbal forms of communication can be substituted in the question.

5. **Would the behavior occur repeatedly, in the same way, for very long periods of time, if no one was around? (For example, rocking back and forth for over an hour.)**

   Sensory Feedback (1, 5, 9, 13)

   In this item we are asking whether the behavior by appearance seems repetitive and stereotyped. Repetitiveness and stereotypy are often associated with behaviors maintained by their sensory consequences.

   Comment: As in Item 1, when an individual is not left alone due to safety issues, try to guess what would happen if you did leave her alone.

6. **Does the behavior occur when *any* request is made of this person?**

*Escape (2, **6**, 10, 14)*

This item examines the role of demands being placed on the person. For some individuals, virtually anything you ask them to do (any *demand*) might be responded to by the behavior.

Comment: For persons who do not understand spoken communication, other non-verbal forms of communication can be substituted in the question.

7. **Does the behavior occur whenever you stop attending to this person?**

*Social Attention (3, **7**, 11, 15)*

This item examines the role of the withdrawal of social attention. Withdrawal of social attention might occur when you move away from the individual or after you terminate an interaction with him.

8. **Does the behavior occur when you take away a favorite toy, food, or activity?**

*Tangible (4, **8**, 12, 16)*

While this item is designed to find out if the behavior *gets worse* when you *take away* a favorite item, food, or activity, a later item (12) asks the converse, whether the behavior *gets better* when you *give back* a favorite item, food or activity. By looking at both of these situations, we can begin to find out why the problem behavior occurs.

9. **Does it appear to you that this person enjoys performing the behavior? (It feels, tastes, looks, smells, and/or sounds pleasing.)**

*Sensory Feedback (1, 5, **9**, 13)*

Since sensory-motivated behaviors are maintained by the consequences they produce for the person, we expect that these behaviors will at times appear to be enjoyable.

Comment: Do not assume that just because an individual keeps performing a behavior that she enjoys it. The point of this question is whether or not the person "looks like" she is enjoying this behavior. The question is trying to determine if the behavior seems to *actually* feel, taste, look, smell, or sound good to the person doing it. If the individual does not seem to be enjoying the behavior while it is occurring, but keeps on doing it, you should probably answer this as "Never," or "Almost Never."

10. **Does this person seem to do the behavior to upset or annoy you when you are trying to get him or her to do what you ask?**

*Escape (2, 6, **10**, 14)*

There are times that problem behaviors serve to "change the topic" from what is being asked. Parents, teachers and service providers often have an extensive history with people who are willing to risk their becoming upset for the possible gain of not having to do an unpleasant activity. This can happen with individuals regardless of their apparent abilities (e.g., with people who have severe mental retardation).

11. **Does this person seem to do the behavior to upset or annoy you when you are not paying attention to him or her? (For example, if you are sitting in a separate room, interacting with another person.)**

*Social Attention (3, 7, **11**, 15)*

To assist in responding to this item, we sometimes ask those completing the scale how likely it would be for this behavior to occur when they got on the telephone. This is a time when their attention is clearly directed toward the phone conversation. Their attention is, therefore, unavailable to the individual, unless, of course, something dramatic occurs. Those who work with or are parents of young children seem to find this comparison useful.

12. **Does the behavior stop occurring shortly after you give this person the toy, food or activity he or she has requested?**

*Tangible (4, 8, **12**, 16)*

Behavior problems can serve as a means of obtaining toys, preferred items, food, or activities. When the desired tangible outcome is obtained, the behavior problems generally stop. Many parents, teachers and care givers, however, are concerned that providing the tangible outcome in response to the problem behavior will reward that behavior. They are often emphatic that they do

not wish to "give in" to "manipulative" behaviors and would *never* give someone what they requested under these circumstances. In completing the *MAS*, we ask these persons to consider those times and settings where they might have observed *others* providing the requested item while the behavior is occurring.

Comment 1: There is some room for individual interpretation about the meaning of *shortly after.* What we are asking is, "Would the episode be shortened considerably if we gave the individual the thing that she wanted?" This could mean the behavior would stop immediately (e.g., within several seconds), or it could mean that what would have been a 30 minute tantrum turns into a 5 minute tantrum if you gave back the desired item. *Shortly after* is relative to *how long the behavior problem would have lasted otherwise.*

Comment 2: For individuals who are non-verbal, a request might take the form of looking at or pointing to a desired item, or leading someone to the place where an item is kept. If one of these strategies is understood by most persons working with that person, then it can be judged as a request and answered accordingly.

13. When the behavior is occurring, does this person seem calm *and* unaware of anything else going on around him or her?

*Sensory Feedback (1, 5, 9, **13**)*

This item addresses whether an individual is "in his own world" while a behavior is occurring, thus appearing both calm and unaware.

Comment: Respondents sometimes describe a behavior and state that the individual is unaware, but definitely not calm. Alternatively, they may describe a person who is calm, but always seems aware of what is going on. In general, if a person is not usually calm or is usually always aware, but the other condition is still met, it is all right to answer the question as "Always" or "Almost Always."

14. Does the behavior stop occurring shortly after (one to five minutes) you stop working or making demands of this person?

*Escape (2, 6, 10, **14**)*

For some individuals, it may be unclear whether any specific request triggers a behavior. This may be because the intensity of their behaviors *gradually* escalates to a problematic level. This item focuses on whether the removal of task demands predicts that a behavior will cease.

Comment 1: Once again, there is room for individual interpretation about the meaning of *shortly after.* We are asking whether the episode would be shortened considerably if we stopped placing demands on the individual. This could mean the behavior would stop immediately (e.g., within several seconds), or it could mean that what would have been a 30 minute tantrum turns into a 5 minute tantrum. *Shortly after* is relative to *how long the behavior problem would have lasted otherwise.*

Comment 2: For individuals who are non-verbal, a request might take the form of looking at or pointing to a desired item, or leading someone to the place where an item is kept. If one of these strategies is understood by most persons working with that person, then it can be judged as a request and answered accordingly.

15. Does this person seem to do the behavior to get you to spend some time with him or her?

*Social Attention (3, 7, 11, **15**)*

In this item we are emphasizing a more subtle consequence of an individual engaging in a problem behavior. We are asking whether the individual might perform a behavior in order to experience the verbal calming techniques, counseling sessions, or long conversations that may typically follow.

16. Does this behavior seem to occur when this person has been told that he or she can't do something he or she had wanted to do?

*Tangible (4, 8, 12, **16**)*

This final item examines whether denial of a tangible outcome serves as a triggering event for the behavior. This item differs from Item 4, where we asked whether the problem behavior is a means of obtaining a tangible outcome. In this item (16), we want to know whether the behavior is a response to the denial itself, rather than a means of obtaining what was withheld.

Comment: For students who do not understand spoken communication, other non-verbal forms of communication can be substituted in the question.

See also
The Motivation Assessment Scale (MAS)
Completing a Scale

Appendix 5

Behavioursmart Crib Sheet

This is not in the order of the Behaviour Smart questions.

Humberston Park School

Incident Report

Log number: Automatically generates

Try to fill in all areas and add detail.

Open the question marks on the data base to help and guide you

Section A

Name: Name of pupil	Year Group:	
Date of incident:	Time: Time of incident	Location: Name area

Name of staff involved:	Name those dealing with the behaviour even if you only said 'stop'
Name of other students involved:	Full name of other student involved
Name of witnesses:	Name anyone witnessing the behaviour
Danger to self:	If saying 'yes' the behaviours that you describe must show that
Danger to others:	If saying 'yes' the behaviours that you describe must show that
Damage to property:	If saying yes the behaviours that you describe must show that
Committing an offence:	Does the behaviour displayed make it a crime
Other behaviour? (Which did not include physical intervention):	

Did you make a dynamic risk assessment? n/a	Did you have to assess an immediate risk that wasn't on a behaviour plan or strategy, state yes or leave as n/a describe why if you answering 'yes'.
Did you follow the plan? Yes n/a	Did you follow a behaviour strategy or PBS Plan? state yes or no.
Was your Action in the best interest of the Pupil? Yes	This should **always** be a **yes** or you shouldn't be doing that
Why was your action in the best interest of the student:	Explain why e.g., to prevent harm to self, others, damage to property etc

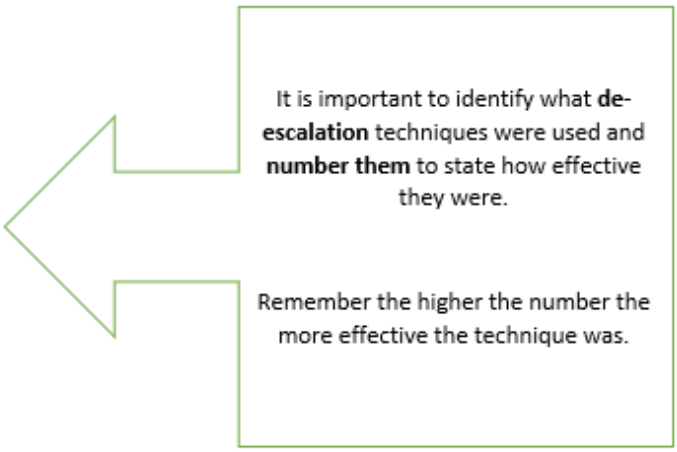
Description of the incident:	Give detail of the incident including the **overall time of the challenging behaviour**

Low Level Behaviour:	Staff response:	Alternative strategies that might be tried next time:
Describe low level behaviour e.g., pushing books away. Refer to PBS Plan if appropriate	What did you do in response?	Try not to leave blank - think of alternatives
Medium Level Behaviour:	Staff response:	Alternative strategies that might be tried next time:
Describe what behaviour	What did you do? Access the question marks to support your understanding	Try not to leave blank. think of alternatives
High Level Behaviour:	Staff response:	Alternative strategies that might be tried next time:
Describe what behaviour	What did you do?	Try not to leave blank, think of alternatives

De-escalation techniques used & effectiveness rating (1=Not Effective 10=Very

Effective)

Divert/Guide:	10
Change of Adult:	10
Break/ Withdrawal Offered:	10
Verbal Advice:	n/a
Clear Directions :	n/a
Negotiation:	n/a
Limited Choices:	n/a
Lowered Demands:	n/a
Humour:	n/a
Distraction:	n/a
Reassurance:	n/a
Planned Ignoring:	n/a
Reminder of Reward:	n/a
Give what they want:	n/a
Wait Out:	n/a
CALM Talk/ Stance:	n/a
Break/ Withdrawal Directed:	n/a
First _ Then:	n/a
No reaction given:	n/a
Show and Go:	n/a
Reminder of consequences:	n/a
Other:	n/a



Physical Techniques used and effectiveness (1=Not Effective 10=Very Effective)

Caring C Guides:	n/a
Positive Touch:	n/a
Turn, Gather, Guide:	n/a
Steering Away:	n/a

Guided Block:	n/a
Offer Hand/ Arm:	n/a
Side Step In:	n/a
Half Shield:	n/a
Arm Waltz:	n/a
Fix and Stabilise :	n/a
Closed Grip Response:	n/a
Tube Grip Response:	n/a
Oyster:	n/a
Knuckle Roll:	n/a
Knuckle Slide:	n/a
Assertive Guide with head support :	n/a
Jaw manual Manipulation:	n/a
Drop Elbow:	n/a
Pump:	n/a
Clock:	n/a
Dynamic Release:	n/a
Help Hug (Small Person):	n/a
Friendly (Bigger Person):	n/a
One Person Single Elbow :	n/a
Two Person Single Elbow:	n/a
Single Person Double Elbow:	n/a
Two Person Double Elbow:	n/a
Single Elbow to Chairs or Beanbag :	n/a
Response to dead weight:	n/a
Moving in hold:	n/a
Response to biting, spiting,	n/a

It is important to identify what **physical** techniques were used and **number them** to state how effective they were.

Remember

Physical intervention – minimal resistance = a person is going with you **willingly**

Restrictive physical intervention = If an individual is **unwilling** and B is used

PLEASE NOTE

There are some exceptions to the above which was explained in Mel and Jess' Team Teach Training.

To make it easier for you we have placed a red column against the Restrictive Physical Interventions.

headbutting:	
Sitting to floor:	n/a
Small Person Escort:	n/a
Figure of Four:	n/a
Evacuation:	n/a
Seclusion :	n/a
Other:	n/a

Recovery Behaviours

Recovery Behaviour I sometimes show:	What can staff do to help me:	Alternative strategies that could have been used:
Describe what behaviour showed you they were now out of the behaviour	E.g., gave space	Try to complete alternatives where possible

Post incident learning

What happened from the child's point of view?:	What do you think the child was thinking? See some of the ~~example~~ previously given in the Post incident learning section.
Room was very loud	
How did the child feel?:	Knowing the child's wellbeing ~~profile~~ you would know what emotion they were feeling
Sad and angry	
What will the child do differently next time they feel that way?:	Think of what would be a more appropriate way of coping – we can teach these skills
Request break	
What reasonable adjustments could be made to support the child::	Is there any adjustments we could make that may prevent this happening again?
Acknowledge noise level and offer comfort	

Other Intervention

Was physical intervention used?	No
Was RESTRICTIVE physical intervention used?	No
Was anybody injured?	No

This must refer back to the physical intervention section. Anything red (see previous page) is a Restrictive Physical Intervention (RPI)

Report

Person who completed report:		Date:	

Comments

The comment section does not have to be complete by you unless there is something else you needed to say e.g., there is some disruption at home because the builders are in etc.

This section is normally used by Phase Coordinators and myself if we want to feedback on the report regarding suggestions etc. If we do add any suggestions, we will send the report back to you with those comments.

Note: you cannot alter the completed report however it will be helpful to know when you complete others.