



## ***iMap Education***

# ***School Policy***

Section	School Policies
Policy Number	SP-012
Policy Name	Behaviour Policy

Creation Date	Review date	Next Review date	Nominated Reviewer
03.03.12	30.08.18	August 2019	S Beddow

# BEHAVIOUR POLICY

## 1.0 Aims:

Students who are placed at iMap Centre may present with challenging behaviour, or the preferred title of behaviours of concern. However, behaviour in general terms is very varied and is present in many forms and in all situations. The aim of this policy is to establish an overview of the approach to behaviour in a range of contexts. It will therefore make reference to a range of other policies but draw the common themes from them all where possible.

## 2.0 Rationale:

iMap recognises the following definition of challenging behaviour:

*“Behaviour 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 or delay access to, and use of, ordinary community facilities.”* (Blundell & Allen, 1987)

iMap Centre has an eclectic/pragmatic approach to learning and this is reflected in everything we do. We aim to create and maintain a calm learning environment in which students and adults feel safe and secure with the knowledge of what is expected of them and what their roles, rights and responsibilities are.

Everyone should have the right to:

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being
- Be treated fairly and with respect
- Be listened to
- Be able to learn with minimal distraction
- Have quiet times
- Belong
- Have reasonable choice

All our approaches to behaviour follow the principles and guidance outlined in the code of practice from the British Institute of Learning Difficulties (BILD). The approach to all behaviour issues should be proactive as opposed to reactive. The code of practice suggests a balance of 70% proactive, 20% active and 10% reactive. This balance needs to be expressed via a generic style of approach and open to regular review.

## 3.0 Objectives:

In order to maintain a standard approach to the management of behaviour, a nationally recognised system has been adopted by iMap Centre. PROACT-SCIPr-UK® is the system

used. It is licensed by BILD and, as such, follows their code of practice. Its principles are of paramount importance which, together with Health & Safety and Safeguarding Risk Assessments, are a vital component of needs analysis for areas of the environment, as well as for the students themselves. Any definition of the range of challenging behaviours is not exhaustive; what may be challenging in one environment may not be challenging in another. It is important to understand the function of the behaviour in order to support it. A motivational analysis test is used in order to identify the function of the behaviour. Complex behaviours may have more than one function in different environments. Behaviour support programmes may take some time to establish desired results and, as such, are subject to continuous evaluation and adaptation.

#### **4.0 Delivery and Responsibility:**

iMap Centre adopts the PROACT-SCIPr-UK® approach for behaviour support and to address challenging behaviour. There are fully qualified instructors/ coordinators on site, ensuring implementation of this approach.

A timetable of training is implemented for all staff working with the students at the iMap Centre and this training includes Induction, Introductory, Foundation, Refresher and Specific Courses to meet individual needs.

Within multi-disciplinary meetings, policy setting, etc Positive Behaviour Support processes and approaches are always adopted.

Students, who present behaviours of concern, through support mechanisms, will be provided with a 'core group' of staff who work intensively with them. This provides continuity of approach and consolidates the proactive nature of iMap's support, through regular meetings, planning, reviews and crisis analysis.

Instructors must attend an annual update to maintain their qualification and are very visible, in order to mentor staff, both on a formal and informal basis. Instructors are required to provide input in behaviour support planning and processes. iMap collates data which is used to provide updates at reviews and to maintain progress with targets. The incident recording system is used as a monitoring tool by senior staff to appraise any problems or issues post/pre-crisis; trends and patterns arising from this monitoring inform their response.

#### **5.0 Rules and Clear Expectations of Behaviour:**

Clear expectations and boundaries are essential to create an efficient and pleasant environment. Students need to know the boundaries of acceptable behaviour and to be supported in a consistent way. Any behaviour which prevents teaching and learning, which harms other students, staff or themselves, which damages property and which violates the rights of others (eg, to safety/privacy/enjoyment) would be considered inappropriate. However, we view most behaviour as communication and staff are always endeavouring to discover what the student is trying to tell us by their behaviour.

Staff are constantly aware of the language they are using to the students and of the necessity of keeping utterances short, simple, positive and readily intelligible to a particular

student or group of students. They are aware of how the volume and pitch of their voice can affect the behaviour of a student. Students are further helped to understand acceptable behaviour through classroom organisation and the establishment of clear routines, explicit expectations of behaviour and the use of symbolic timetables and schedules. iMap has no written rules but there is a consistent attitude amongst staff as to what constitutes inappropriate behaviour and any discussion on behaviour of concern is always person-centred in its approach, reflecting the Blundell & Allen definition.

## **6.0 Responses to Behaviour:**

The PROACT-SCIPr-UK® Gradient works alongside the Arousal Scale for iMap's students with regards to responses to behaviour.

### **a) Proactive and Active**

#### **i) Behaviour Support Plans:**

Proactive approaches are implemented at Level 2/3 of the Arousal Scale. These include Relationship Building, Lifestyle Enhancement, General Alternatives, Substitute Skills, Environmental Modifications, Positive Reinforcement, Addressing Immediate Needs, and Teachable Moments.

Active approaches are implemented at Level 3/4 of the Arousal Scale. These include Use of Generic Systems, Positive Reinforcement, Addressing Immediate Need, Teachable Moments and Redirection.

#### **ii) Re-Direction, Time Alone and Use of 'Go':**

As mentioned already, during an episode of behaviour of concern, staff may feel the need to withdraw any positive attention. Staff are used to using re-direction or distraction techniques, which may involve planned ignoring. During times of extreme behaviour of concern, it is recognised that the student may benefit from being alone in order to enable them to calm. This would be called, "Directed Time Alone" or "Requested Time Alone." Staff are always as close to the student as possible to ensure safety at all times. The welfare of the student is at the forefront at all times.

### **b) Reactive**

Reactive approaches are implemented at Levels 4/5 of the Arousal Scale and strategies implemented at this stage include Calming Techniques, ad hoc revision of the behaviour support plan and physical interventions.

#### **i) Use of Safe Spaces:**

It is recognised that, during some episodes of behaviour of concern, the safety of the student and others is of great concern. During an episode of such behaviour, the student is encouraged to stay in a safe place. This may be in their own bedroom, classroom, relaxation area or other area, including the mini bus if off site. iMap Centre uses an Incident Recording system which monitors the reason for incidents and

duration of such events. The proactive approaches for future support are explored by senior staff and core group meetings, in order to reduce the need for access to safe spaces.

## ii) Physical Intervention

iMap Centre acknowledges that some forms of physical intervention may be needed during the support of some students who have reached crisis point. It is important to note that all physical interventions are a LAST RESORT. iMap adheres to the PROACT-SCIPr-UK® techniques for physical interventions. These are very prescriptive and follow the guidance from the BILD code of practice. The techniques are minimal and supportive. Staff are encouraged to seek to stabilise any situation. Staff are also aware that behaviour of concern is non personal and, as a result, they are non judgmental about the reasons for any student's behaviour.

## iii) Restraint

iMap Centre provides training in the use of physical interventions as a LAST RESORT. PROACT-SCIPr-UK® have categorised their Physical Intervention Techniques into three categories, these being: positive working practice, keeping safe, and person specific.

<b>Physical Intervention</b>	
<b>Positive Working Practice</b>	
PWP 1	Assertive Commands
PWP 2	Stance
PWP 3	Protective Stance Stage 1
PWP 4	Touch Support
PWP 5	Front Deflection
<b>Keeping Safe</b>	
KS 1	Protective Stance stage two
KS 2	Front approach prevention
KS 3	Front arm catch
KS 4	One arm release
KS 5	One arm release variation
<b>Person Specific</b>	
PS 1	Hug
PS 2	Two person touch support
PS 3	One person escort
PS 4	Two person escort
PS 5	Front hair pull stabilisation/release with assistance
PS 6	Back hair pull stabilisation/release with assistance
PS 7	Front choke release
PS 8	Front choke windmill release
PS 9	Back choke release
PS 10	Two person arm support

The previous listed physical interventions are taught in the PROACT-SCIPr-UK® training sessions. Each student residing at iMap has, in their Positive Behaviour Support Plan, techniques to use when individuals are displaying behaviour of concern. However, Positive Behaviour Support Plans are bespoke to each individual and only interventions which are risk assessed and appropriate to use in each plan are recommended.

None of the techniques listed above are deemed restraint.

It is acknowledged, however, that during very rare incidents the safety of the student may be at risk. If staff feel the need to intervene during such an event, they are aware of the legal guidance. Their training covers Section 93, Education and Inspections Act 2006 of the 'Use of Force,' Circular 10/98 and Children's Home Regulations 2001. They are aware that any intervention under these circumstances must be "reasonable under the circumstances." Any events of this nature are examined in detail, including a health check for the student concerned. Parents and Social Work Departments are informed of any such incident. All recording of the use of restraint will be logged in the iMap Restraint Book, as outlined in Children's Home Regulations 2001, 17b (3).

#### **iv) Sanctions**

There are no sanctions for any kinds of behaviour. There is an understanding that responses to a behaviour may need to vary according to the circumstances, level of understanding and the individual needs of the student concerned. Adult responses to a student's inappropriate behaviour generally involve the removal of positive attention or distraction (re-direction) to another activity and, where appropriate, result in a positive alternative being modelled or encouraged.

#### **v) Exclusions:**

iMap Centre does not believe in any form of exclusion. However, in practical terms it may mean that a student is unable to engage in an activity to be able to access a particular environment as a result of their behaviour, on the grounds of their own or others' safety. If this is an issue on a regular basis, an appropriate strategy will be written to monitor and improve the situation, and relevant external partners (eg, parents, Placing Departments and Local Authorities) will be invited to an extraordinary planning meeting.

Proact SCIPrUK encourages an appropriately graded response to anti-social behaviour. Our staff are trained to use support rather than control methods:

#### **7.0 Safeguarding:**

iMap Centre has a separate policy and procedure for Safeguarding. This policy is to be considered in conjunction with any aspects of behaviour management. The welfare of the students placed with us is vital. Any concerns of any nature should be addressed following the guidance within the Safeguarding Policy and Procedure. Key senior staff are trained according to the guidance of the Local Safeguarding Children Board and the Independent Safeguarding Authority. All staff have annual training on safeguarding.

## **8.0 Whistle Blowing:**

iMap's Whistle Blowing Policy encourages and enables employees to raise serious concerns within iMap Centre rather than overlooking a problem or 'blowing the whistle' outside. Children cannot be expected to raise concerns where staff fail to do so. It is essential that staff are encouraged to report their concerns to the appropriate persons (Home Office 1991 p34).

## **9.0 Monitoring:**

All records are monitored by the Principal and the Registered Manager in accordance with regulation and individual policy (eg, the Event Reports are jointly reviewed on a weekly basis and overviewed on a monthly basis via Regulation 33 of the Children's Homes Regulations).

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