

## **Positive Management of Support for Challenging Behaviour Policy**

### **POLICY STATEMENT:**

EKC Group operates support for the management of behaviour strategies for learners with complex needs who may require specific interventions to reduce behaviours and manage crisis situations which impact on learning and personal development. Some learners have an Education Health Care Plan and others will have a Learner Support Profile that references a specific condition including a Social, Emotional, Mental Health need. The PROACT-SCIP® approach will be used by staff as the method for supporting learners with complex behaviour needs. This method helps to calm and defuse any negative behaviours. For these learners it is imperative that positive behaviour support plans are put in place and the related procedure followed for learners who may demonstrate challenging behaviour as their means of communication or for others that cannot cope with changing situations. It is not acceptable to exclude a learner for behaviour related to their condition, unless it is due to exceptional circumstances and evidence of reasonable adjustments have been put in place, as well as the possibility of a change of placement.

EKC Group has in its employment a Principal PROACT-SCIPr-UK® Instructor who has responsibility for ensuring trainers undertake annual refresher training and updates on national changes and expectations.

The theory aspects of PROACT-SCIPr-UK® will be undertaken by appropriate staff within EKC Group and supports the development of a positive behaviour support culture, to ensure learners' behavioural needs are being met in an individualised way. This also provides staff with the competence and confidence to support learners who present with challenging behaviours at all academic levels, regardless of additional learning needs.

An agreement is made between EKC Group and Loddon Training Consultancy (Owners of the PROACT-SCIPr-UK® licence) that all aspects of PROACT-SCIPr-UK® are delivered to the standard expected to protect learners and staff. The PROACT-SCIPr-UK® methods of behaviour support is endorsed by the Restraint Reduction Network (RRN), supported by the NHS and Ofsted to establish the mission and standards to reduce restrictive practice.

**Policy Owner: Director of SEND**

**Approving Body: Policy Committee / Group Leadership Board**

**Stage of approval: Approved.**

**Date of approval: January 2023**

## **DETAIL:**

The environment and organisation of EKC Group promotes learning in a calm, safe and friendly atmosphere. Key features of this approach include:

- Staff who are trained and qualified in a range of conditions that may present with challenging behaviours
- Staff undertake PROACT-SCIPr-UK® Positive Behaviour Support training which promotes the use of interventions to reduce anxiety and demonstrative behaviours. This will be refreshed on an annual basis, enabling staff to receive relevant updates and information.
- Planned, structured activities
- Communication appropriate to individual learners' needs
- Staffing at appropriate levels to meet learners' needs
- Appropriate levels of support and management out of class
- The use of agreed and planned, non-restrictive physical interventions
- The use of a few physical intervention with restrictive components may be used however, this does not include anything that is considered to be restrictive practice

EKC Group promotes and encourages positive behaviour support through its planning, where difficulties do arise, there are clearly identified strategies and approaches taken:

- Practical advice and intervention; case discussions, individual consultations and, where necessary, more specific individual interventions.
- Support for behaviour is a regular agenda item for staff at team meetings and is subject to monitoring and review. Review of individual behaviour through support, staff discussion and analysis follow incidents of inappropriate behaviour.
- External organisations and education establishments will be asked to provide information regarding all behaviour support processes in place for an individual. This will include information on any restrictive interventions that are currently part of the individual's support and wellbeing plans. Should an individual require physical intervention that is considered as restraint, EKC Group reserves the right to decline a placement at any of its colleges and business units.
- The following physical interventions are considered as restrictive and would meet the criteria for non-admission:
  - Hug
  - Two Person Touch Support
  - One Person Escort
  - Two Person Escort
  - Two Person Escort Variation

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- Two Person Arm Support
- Two Person Removal
- Standing to Lying
- Two Person Floor Hold
- The Person Floor Hold (lower limb component)
- For any interventions that are being used outside of the PROACT-SCIPr-UK approach, organisations must inform EKC Group of these to enable us to decide on whether these are considered restrictive or not.

Where there is concern about a learner's needs, every attempt is made to involve the learner and where appropriate, parents, in discussion and planning to help the learner. Where necessary, Local Authority advisors, social workers, or other professionals, may be invited to contribute to support meeting the learner's needs.

In cases where there is a social, emotional mental health need leading to complex behaviour, medical advice is sought to link with counselling, Early Help, guidance, and behavioural methods of management.

Every effort is made, in partnership with the learner, parents and any other professionals involved, to resolve a learner's difficulties. In extreme cases, if a learner jeopardises the health and safety of staff or endangers other learners, he or she may be suspended pending a meeting to decide on future action regarding needs and review of the individual positive behaviour support plan, provision, and placement.

## **Incentives and Rewards**

Throughout EKC Group there is an expectation and encouragement of good behaviour and respect for others. Staff work towards the development of independence and responsibility with the learners at an appropriate level. The aim where appropriate is for learners to understand the rules of socially acceptable behaviour as they develop greater responsibility and maturity; a system of incentives and rewards supports staff and learners in the pursuit of this aim. These include:

- Programmes of personal and social education which emphasises rights, rules, and responsibilities
- Praise and acknowledgement from staff
- Celebration of achievements
- Choice in activities and leisure pursuits
- Selection of rewards that are meaningful to the individual learner

## **Incidents and Sanctions**

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**Stage of approval: Approved.**

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Incidents of unacceptable behavior are recorded on an incident form (Appendix Two). This includes information about incidents which will be brought to the attention of the Manager. Availability of the Manager ensures that they are alerted to significant or serious incidents. Serious incidents must be discussed with learners and parents / carers at the earliest opportunity.

Where a learner's behaviour is such that a sanction is necessary, an incremental approach taken related to the seriousness of the behaviour. This will happen as soon as possible after the incident to increase awareness of issues. Sanctions will follow those as laid out in the Student Disciplinary Policy, and may include:

- A reprimand from a staff member or senior staff member
- Removal from the setting
- Work completion, particularly where the misbehaviour is related to disruption of work task
- Temporary loss of privileges
- Temporary removal from other learners and normal activities, such as extra-curricular visits
- Letters of apology or relevant form of restitution
- The Learner could be asked to have "reflection" time away from the college
- The parent/carer may be called to collect their son/daughter if the Manager deems this necessary

Where possible, sanctions will be pertinent to the misbehaviour, e.g., for non-accidental damage to property the learner is expected to contribute towards replacement or repair. All sanctions must be reasonable and fair, whilst at the same time indicating clearly to learners that they are responsible for their behaviour and consequences and that certain behaviours are not acceptable.

Whenever possible, the learner will also be involved in the Positive Behaviour Support plan to harness their motivation to manage their own behaviour. The plan may include counselling, self-recording of behaviour or an agreed positive behaviour support plan with carefully defined objectives and incentives. Parents/ carers may also be involved, where appropriate, to include behaviour in the home setting.

For learners with global learning delay and complex behaviour needs, sanctions may not be appropriate, and a greater emphasis will be on identifying the triggers that result in challenging behavior and developing PROACT-SCIP® strategies to help prevent a crisis occurring.

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**Stage of approval: Approved.**

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## Positive Behaviour Support Plans

At the point of application, if an applicant's behaviour is considered to be at a level which is an extreme risk to others or themselves and beyond the positive behaviour support processes provided, the Head of Additional Learning Support with the Director for SEND will make the case to the respective Local Authority as to the suitability of EKC Group as a placement. Should a learner present with such behaviour during the period of their training, the Head, with the respective College Principal, will make the decision as to whether to exclude the learner, having sought reasonable adjustments and holding an emergency Educational Health Care Plan review if appropriate.

Positive behaviour support for learners is arranged through case discussions in which a risk assessment and behaviour support strategy is drawn up. This approach is based upon behavioural principles and includes:

- Information received from the previous provider
- A clear description and analysis of the behaviours which are giving cause for concern
- The context of the learner's needs
- An examination of recent events leading to the case discussion
- The consequences of the learner's behaviour with reference to sanctions and outcomes
- Appropriate interventions to be individualised to meet the learners specific needs
- The PROACT-SCIP® principles and methods will be used to support strategies to manage behavior. Loddon hold the license to train staff to implement safe practice. It is nationally recognised that EKC Group is now part of the Kent PROACT-SCIP® network which requires annual update training for trainers and staff.
- The following physical interventions can be used by EKC Group staff and written into a learner's behaviour support plan
  - Stance
  - Protective Stance Stage One
  - Protective Stace Stage Two
  - Touch Support
  - Front Deflection
  - Front Approach Prevention
  - Front Arm Catch
  - One Arm Release
  - One Arm Release Variation
  - Front Hair Pull Stabilization – release with assistance
  - Back Hair Pull Stabilisation – release with assistance
  - Front Choke Release

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**Stage of approval: Approved.**

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- Front Choke Windmill Release
- Back Choke Release

Additional Learning Support and Supported Learning Heads are trained as PROACT-SCIP® trainers and have responsibility to train staff who teach and support young people who present with challenging behaviour. The training will include an awareness session which must take place prior to staff working with learners in Supported Learning. Introductory training will follow any occasion that a physical intervention is implemented. There must be a de-brief and record made of the behavior and intervention used. The Head of Supported Learning or Additional Learning Support should meet with the staff to talk through their concerns and be available to meet with individual staff to provide follow up support.

### **Extreme cases**

In the most extreme of cases when a learner's behaviour is affecting the safety of others or their own safety and/or seriously damaging property, the College Duty manager may be called to defuse and de-escalate challenging situations. In all such cases the action taken will be justified, authorised, proportionate and necessary. Any incident where PROACT-SCIP® methods have been used must be written up as soon as possible on the college Incident form and where appropriate using the body map template. Staff must meet to debrief, to provide the opportunity for the incident to be reviewed, for lessons to be drawn from it and to support any staff member who may have been involved, to help them deal with any emotional after affects. Parents/Carers must be promptly notified of the incident and invited to discuss ways of preventing out of control behaviour.

As a duty of care there may be extreme cases where a member of staff may need to restrain a learner from causing harm to themselves or another person. e.g.: A learner running into the road, or cutting themselves with a knife. There are no other circumstances in which staff should be restraining learners within EKC Group.

The inclusive, open college environment is not considered by EKC Group to be a suitable place for learners who demonstrate extreme physical behaviours which are integral to their condition, where restraint has had to be used frequently by a previous provider as a means of protecting the learner and others. EKC Group will use the information on incidents and risk management to decline an Educational Health Care Plan consultation.

In the case of the local authority directing EKC Group to place a learner who has had to be restrained by the previous provider and where there have been recent occurrences

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of restraint being applied, EKC Group will expect an agreement to be made with the home for either a Personal Assistant or a Carer to provide the support. This will be formalised with a Contract for both the employer and PA/Carer to sign; this will state the expectations of how this person conducts themselves and manages the learner in their care while on the college premises whilst adhering to EKC Group policies and procedures. The PA/Carer will complete an induction into their role at college. EKC Group expectation will be that this person will manage all aspects of support including the management of behaviour and restraint should that be necessary. In such cases social services will be providing the home with the resource to pay for this service. A formal meeting will be held with parents, social services, and the local authority to agree these arrangements. Should there be no instance of extreme behaviour requiring restraint over a period of time and where EKC Group consider it to be appropriate, a formal review of the arrangements will be discussed with all parties and consideration given to the transfer of support to college staff and payment of support to come from high needs funding.

#### **RELATED DOCUMENTS:**

- **Health & Safety Policy**
- **Procedure 'Positive Management of Support for Challenging Behaviour'**
- **Procedure 'Support Plan to Manage Risk'**
- **Incident Report Forms**
- **Behaviour Assessment Checklist**
- **Behaviour Frequency Monitoring Form**

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