

GLADE School

Supporting Behaviours of Concern Policy

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Contents

1	Introduction	4
2	Scope.....	4
3	Approach to behaviour	4
3	The Policy.....	6
5	Behaviour grouping	7
6	Responses	7
7	RiiSE – Relationship-Inspired Ideas for Supportive Environments	8
8	Specialised incidents.....	11
9	Consequences / Rewards	12
9	Associated Documentation & Legislation.....	13

Fair Ways Vision, Mission and Values

Our vision

To build an institution that makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission

To make a difference through passionate care, support and education.

Our values

As a charity we measure our wealth by the difference we make, rather than any profit.

We believe that by embodying a culture in which every individual is valued for their own contribution, we can develop them and harness their potential, so that they may achieve great things.

Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within the organisation to *play their part*:

P ROFESSIONAL	A CCEPTING	R EFLECTIVE	T RANSSPARENT
<ul style="list-style-type: none"> · We do what we say we will · We approach challenges with optimism and enthusiasm · We don't judge, we notice · We put the needs of the service before our own personal gains 	<ul style="list-style-type: none"> · We don't give up on people · We value all individuals and are willing to challenge them · We embrace each other's differences as much as our similarities · We accept responsibility for our actions 	<ul style="list-style-type: none"> · We give feedback, we invite feedback, we listen to feedback · We look inward before we look outward · We learn as much from our mistakes as from our successes · We listen to each other, learn from each other and grow together 	<ul style="list-style-type: none"> · We are always willing to explain why · We have the courage to be open and honest · We earn trust through our transparency · We live by our values even when no-one is watching

1 Introduction

- 1.1 Fair Ways recognises that it has a legal and moral duty as far as is reasonable and practical, to protect its students and staff.
- 1.2 Fair Ways is committed to supporting staff, students and visitors in the event of adverse situations and recognises that providing a safe environment is paramount to successful outcomes for service users.
- 1.3 Fair Ways will ensure the safety and well-being of students always remains a priority for all staff.
- 1.5 Action will be taken to protect staff in the event of a violent act towards its staff. The service will always promote the least restriction but intends to make all those within our services safe, including students, staff and others.

2 Scope

- 2.1 This policy is underpinned by the Department of Health (2014) Positive and Proactive Care: reducing the need for restrictive interventions.

3 Approach to behaviour

- 3.1 The behaviour of our students is a large part of the reason they are at GLADE School. Therefore, staff have regular consultation around behaviour support strategies relevant to the students placed in our school which guides policy and procedures used within the school.
- 3.2 The behaviour support within our school has to reflect the behaviours on display and indeed, those which are likely to be displayed in the future.

'It is the behaviour and not the child which is at fault'

- 3.3 All staff working within the school must be aware of what our students have been through on their relatively short but eventful journeys through life to date. We will compound those problems, and indeed 'set them up to fail' in their future lives, if we were not to tackle the behaviours which are in fact the manifestation of those experiences.
- 3.4 This policy has been designed to be as simplistic as possible for both ease of enforcement, and more importantly, to make it as easy to understand for our

- students. Therefore, a clearly defined three tier system has been built, which is detailed in this policy.
- 3.5 GLADE School have clear expectations of each students' behaviour, however due to the nature of our school we work hard to build positive relationships and understand the needs of each individual and ensure our approach is individualized to their needs.
- 3.6 GLADE School expectations:
- Treat others how we would like to be treated; be kind, polite and accept others.
 - Keep our school damage free.
 - Attend our lessons, stay in our lessons, don't disturb other lessons and earn our learning points.
 - Communicate without physically or verbally hurting others.
 - Follow our behaviour scales and make positive choices.
- 3.7 Students in GLADE School have Autism and have often faced or are facing Adverse Childhood Experiences.
- 3.8 GLADE School ensures that students are viewed as individuals and staff consistently work with them on understanding their individual needs, and how and what we need to do or have in place to meet those needs. This knowledge, understanding and relationship is key to our approach to behaviour and how it is managed.
- 3.9 Each student has an individual behaviour support plan which is initially created through advice from parents/carers, professional networks, previous reports and educational advice and the student themselves. The behaviour support plans are reviewed at least termly and on any occasion that a new or different behaviour or way of managing this is identified.
- 3.10 Each student has an individual risk assessment which works alongside the behaviour support plan. Risk assessments are also in place for all offsite activities to ensure the behaviour is managed in a way which is specific to the student and specific to the activity they are engaged in.
- 3.11 In GLADE School, students are encouraged to complete a Five Point Behaviour Scale (Buron and Curtis 2003) during their transition period. The five-point scale asks students to think about themselves, their feelings and behaviours and express to staff how they wish to be treated and what they feel will help and support them when they display different behaviours. This can be difficult to recognise and the process is revisited regularly. The information is also embedded into the student's behaviour management plan.

- 3.12 Once students are on a full timetable, the pastoral team will support them to recognize their Zones of Regulations. The Zones is a systematic, cognitive-behavioural approach used to teach them how to regulate their feelings, energy and sensory needs in order to meet the demands of the situation around them. It is essential for students and staff to work together to ensure that the Zones are integrated into the school day.
- 3.13 During a student’s preadmission assessments, transition phases and ongoing throughout their time with GLADE School, a key aspect of developing individual behaviour support plans is identifying triggers and high risk situations which can escalate student’s behaviour.
- 3.14 Effective communication is also paramount to GLADE School’s approach to behaviour. All behaviour is a way of communicating and we work hard to try to understand the meaning behind behaviours we are faced with. Often our students have difficulties communicating in times of distress or when anxious or may not be able to let us know something which to others may seem simple. Staff work hard to get to know students and learn the different ways they may communicate. This is also a vital part of our de-escalation strategies in order to support students to communicate more appropriately or effectively.

3 The Policy

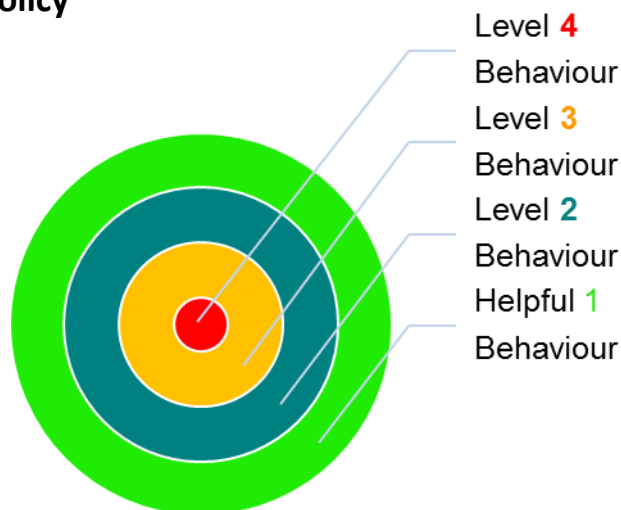


Figure 1

- 4.1 Figure 1: This diagram shows the overriding view of the policy. The behaviours are grouped into three main levels which have consistent responses attached to them. There are clear transitions through each level of behaviour which are mirrored in the responses to each.

5 Behaviour grouping

5.1 The behaviour groupings have been selected, not only for their hierarchical nature, but also as a response to known and experienced behaviour traits exhibited by our student. The groupings are also designed to be robust enough for staff to be able to react appropriately to novel behaviours. This will breed confidence in sometimes difficult situations and lead to correct decisions about responses with the haste that incidents require. This will reduce escalation by the student in question, or indeed the addition of other students to the situation. The behaviour groupings are as follows:

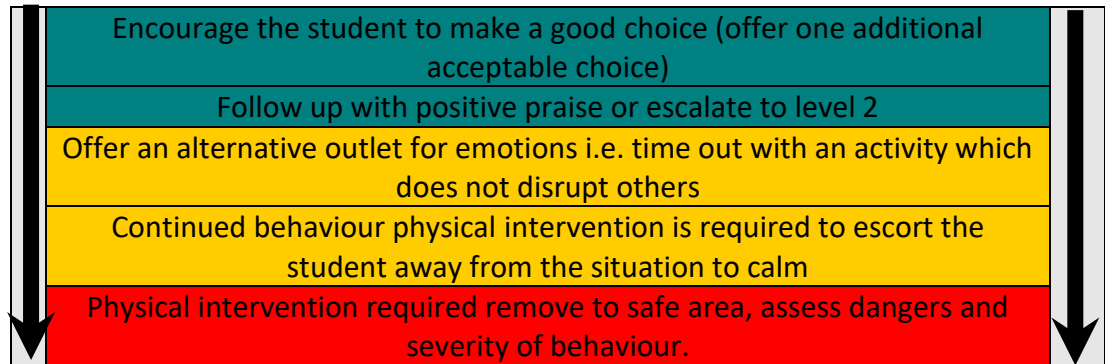
Table 1.

Group 1 Helpful	Group 2 Unacceptable	Group 3 Disruptive	Group 4 Violent/Abusive
Using correct verbal manners	Rough play fighting	Arriving at school with a negative attitude	Challenging behaviour towards strangers
Offering help when someone is struggling with something	Inappropriate language	Refusing to go into lessons	Intentionally damaging themselves, others or property
Helping someone to calm down when it can be seen they are angry	Dropping litter	Encouraging others to leave lessons	Using sexualised language
Picking up litter and generally looking after the site	Spitting	Pacing corridor/ Disturbing lessons	Using sexualised actions
Not swearing and helping others to stop	Lack of manners	Climbing out of windows	*Making slanderous comments
Taking responsibility for own actions	Playful physical contact	Unwanted physical contact	Violent physical contact
Following requests	Defiance	Defiance	Defiance

*This in no way affects disclosures.

6 Responses

6.1 The responses to these actions are clear and hierarchical. The starting point for all situations (if at all possible), is with the initial reminders and the giving of choices. However, the responses increase with the level of offence. The responses are as follows:



- 6.2 The behaviours at any point may negate the opportunity to start with step one. For example, a violent assault would *probably* require immediate intervention. Therefore, this set of responses is an aid to common sense not a replacement for it. The regulations set out by 'RiiSE' must be adhered to at all times.

7 RiiSE – Relationship-Inspired Ideas for Supportive Environments

- 7.1 Fair Ways in-house RiiSE training programme advocates for behavioural approaches to prioritise relationships, empathy and feeling safe above discipline and other behaviour management principles.

- 7.2 The 8 core values or 'Anchors', taught on RiiSE are:

1. We support the Human Rights of all
2. We aim for non-violence
3. We stop and think before we act
4. We manage and make sense of emotions
5. We recognise that everyone is different
6. We look back and think forward
7. We focus on connection
8. We take the perspective of others

- 7.3 It is upon these principles that this policy gives guidance in responding to behaviour of concern, to ensure a collective approach from all members of our community.

- 7.4 All frontline staff will attend training in RiiSE within their probation period. (Depending on where they work)

- 7.5 All staff will be offered a 2-hour 'Keep Yourself Safe' course within the induction period to enable them to disengage from unwanted physical contact due to the nature of lone working.
- 7.6 RiiSE theory modules explore the root causes for the behaviours of concern or challenging behaviour that staff may be presented with from the students that are supporting. Focusing on the root causes of behaviour mean that staff members understand how to address the real cause of the emotional distress of the young person and therefore effectiveness of de-escalation is increased. The theory elements sit mainly in discovering the impact of disrupted attachment experiences, developmental trauma and how parts of the brain communicate when threat is detected, if adverse experiences have been experienced during a person's earliest years. This includes looking at how a student maybe affected in the following 7 areas of development: attachment, dissociation, biology, affect regulation, behaviour regulation, self-identity and esteem and cognition.
- 7.7 In addition, the RiiSE course offers a range of physical techniques: breakaways, disengagement techniques, guiding and escorting, one and two person techniques, transitions, enhanced techniques that have all been risk assessed by external consultants. All techniques are taught "as a last resort", with the expectation that positive management, then de-escalation is tried in the first instance wherever practicable.
- 7.8 RiiSE principles ensure that any positive handling shall only employ force that is reasonable, proportionate and necessary. Please see Fair Ways RPI Policy.
- 7.9 Decisions about what is significant or serious should be made as a team, and based on previous incidents if possible, and reflect the RPI policy.
- 7.10 All incidents where children need to be held using RiiSE are recorded in school and parents / carers and social workers are informed as a matter of course.
- 7.11 Physical interventions are never used as a punishment and under no circumstances will intentionally cause pain. Staff perform dynamic risk assessments in which they assess the risk to those involved when a physical intervention may be required. At all times the best interests of the student are valued and taken into consideration.
- 7.12 As part of a withdrawal strategy students may be taken to a safe place or to a quiet room to allow them time to calm until they are safe to continue with their school day. All students are supervised 1:1 and observed by staff and never left alone. GLADE School **do not use seclusion** as a strategy, whereby a young person is forced to spend time in a room on their own. If necessary, staff may block doors to prevent students from leaving if this would cause harm to themselves or others. The student would

never be kept in a room alone, staff would always be present and work on de-escalation and working towards the safety of all involved.

- 7.13 Offering a quiet room is a safe space for the young person to calm providing a valuable therapeutic tool and a necessary health and safety measure in order to help safeguard both staff and students.
- 7.14 Once students are calm and ready, a plan is immediately implemented by staff to integrate them back in to lessons or education. As a behaviour support strategy all students are encouraged to take responsibility of their own behaviour and take themselves to a safe space when they are upset / angry or anxious to allow them to calm before integrating back into lessons.
- 7.15 A Restrictive Physical Intervention form on Clearcare should be completed within 24 hours following every incident involving the use of positive holding, or any behavioural incident. The form should be countersigned by the manager within 48 hours. The forms should be used when updating behaviour support plans, and to monitor the effectiveness of the RiiSE approaches.
- 7.16 Behaviour support plans should contain a list of verbal and non-verbal responses to an individual child or young person's behaviour as level one or level two strategies. Staff should also develop their own responses.
- 7.17 A Process of Repair and Reflection for both the Child or Young Person and Staff

Following every incident involving the use of positive holding there must be a *Re-Attunement Interview* as soon as is practicable. The goals of the *Re-Attunement Process* are to:

1. Continue the calming process with the child or young person so that they can return to the level at which they can function appropriately.
2. Explore with them their responsibility for what has happened.
3. Identify alternative behaviours for them to use.
4. Develop a plan to re-enter them back into the classroom/learning environment.

The *Re-Attunement* is paramount in re-establishing relationships with the child or young person.

The reflective nature of re-attunement is essential in working together with staff and students to better understand triggers and more appropriate ways of expressing or communicating feelings. Useful information will be incorporated

into student's behaviour support plans in order for both staff and students to learn from incidents and reduce the likelihood of incidents recurring again.

- 7.18 Staff should also have an opportunity to discuss the incident as soon as is practicable. They should use this for support but also to look at underlying causes, how the techniques were used (and their effectiveness) and to develop a strategy for future incidents.

8 Specialised incidents

- 8.1 Leaving without permission – please refer to specific policy

8.2 Confiscation

- The Education and Inspectors Act 2006 provides authority when the confiscation is a lawful disciplinary penalty. It is for the staff member confiscating to show legality of the confiscation since he or she has made the decision to interfere with the property. If the authority can be shown, the staff member has a defence to all proceedings against him or her and is not liable for any damage or loss arising.
- Within GLADE School, the Head of School has delegated to all teaching staff the authority to confiscate items from students as a lawful disciplinary penalty. The use of the confiscation should be accompanied by clear indication of when and where the item will be returned, and by whom. The school shall keep records of items they confiscate and grounds for action, so that they may justify them later if challenged. All confiscated items will be secured safely and locked away in the Head of School's office. There may be times when the school may choose not to return an item to the student:
 - Items of value which the students should not bring to school, or has misused in some way, might, if the school judges this appropriate and reasonable, be stored safely at the school until a parent or carer can come and retrieve them.
 - Other items which students should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary.
 - There may be some items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of.

Reasons for confiscation may include:

- An item that poses threat to others: for example, a laser pen is being used to distract and possibly harm other students.

- An item that poses threat to good order for learning: for example, students using a personal music player in lessons.
- An item which is illegal for a young person to have: racist or pornographic material.

8.3 Mobile Phones

- Mobile phones will be confiscated if used inappropriately: this includes use in examinations, phones being switched on and used in lessons and the use of the camera function on the phone. The word 'use' in this context includes receiving text messages, phone calls as well as functions on the phone like music software. It is unacceptable for students to use phones or other technology equipment to humiliate or bully other members of the school community, the police may be informed. Schools are finding that bullies are making full use of phones to intimidate and harass their victims 24/7. Where mobile phones are confiscated staff will give the phone to the Head of School and this will be locked away for 1 week (7 days). All confiscated phones will need to be collected by parents or carers and will not be given back to the student. The school strongly encourages parents and carers to not allow their young person to bring mobile phones in to school. The school accepts no responsibility for any damage or lost mobile phones during the school day.
- The policy of zero tolerance regarding the mistreatment of mobile phones also applies to school trips and offsite activities. Under no circumstances will the use of mobile phones be tolerated when the students are offsite.

9 Consequences / Rewards

- 9.1 As part of GLADE School behaviour support strategies, our ethos is to promote, encourage and reward positive behaviour. Throughout the school day students have the opportunity to gain learning points, lesson by lesson and for break and lunchtimes. Each lesson students can earn 3 points, for punctuality, engagement in the lesson or activity provided and for their attitude and behaviour. Students can also gain a bonus point for going above and beyond. On Fridays, all students are able to use their points to choose an activity of their choice, grouped into bronze, silver and gold categories dependent on how many points are achieved. This has been carefully designed to ensure all students are able to have something positive to work towards each week and will still achieve something even if they have had difficult weeks behaviorally. Each term the weekly totals are also added together to earn an end of term trip for example: Thorpe park or Longleat Safari park.
- 9.2 Each day, staff choose a student of the day and at the end of the week a star and student of the week:

- Student of the day: a young person who has had a positive day which requires recognition.
 - Student of the week: recognition for a moment during the week which relates to academic achievements.
 - Star of the week: recognition for a moment during the week which relates to social and emotional development.
- 9.3 Learning points are never taken away however they may not be gained. This is also our consequence system for not arriving at lessons on time, refusing their lessons or refusing to engage with their work or for negative or unacceptable behaviour.
- 9.4 Given the fact that the students that attend GLADE School are from diverse backgrounds with a variety of social and emotional needs presenting challenging behaviour, the methods of reward and measures of control are diverse with the attempt to engage them at every opportunity.
- 9.5 When behavioural incidents are particularly extreme, a consequence may be appropriate. The staff team discuss incidents and agree on a consequence which is appropriate to the behaviour or incident which has occurred. Our aims with consequences are to provide some form of learning from actions. For example if a young person is unsafe or dangerous in a car/around a car then a car ban may be put in place. All consequences are aimed to be natural or logical to the incident.
- 9.6 In some instances an exclusion may be a necessary consequence for extremely concerning behaviour. Please refer to GLADE School Exclusion Policy [DOC REF SC17]
- 9.7 Any substance misuse or drug related incident will result in exclusion in line with the Drug Incident Management Policy [DOC REF SC12]

9 Associated Documentation & Legislation

- Drug Incident Management Policy [DOC REF SC12]
- Exclusion Policy [DOC REF SC17]
- Department of Education, 2018)
- Education and Inspectors Act 2006
- Leaving site without permission [DOC REF SC04]
- Fair Ways RPI Policy