



# POSITIVE BEHAVIOUR POLICY (ORCHARD HILL COLLEGE)

**The OHC&AT Board of Directors has agreed this Policy and as such, it applies across all OHC centres and settings – 13<sup>th</sup> December 2019.**

Peter Lauener  
Chair of OHC Board

A handwritten signature in black ink, appearing to read "Peter Lauener", is positioned below the printed name and title.

# Positive Behaviour Policy

## INTRODUCTION

Orchard Hill College and Academy Trust (OHC&AT) is a 'family' of providers, comprising Orchard Hill College (OHC) and Orchard Hill College Academy Trust (OHCAT), which works together for mutual benefit. OHC&AT is committed to providing outstanding educational opportunities for all our pupils and students. Encouraging and supporting positive behaviour in all OHC&AT settings is a crucial part of supporting our pupils and students to learn effectively.

This policy applies to Orchard Hill College and mirrors the Positive Behaviour Policy for OHCAT Academies in terms of the principles from which it is drawn: mutual respect, trust between students and staff and the fostering of a positive learning environment. All OHC staff, students, apprentices, families and stakeholders should have ownership of and a commitment to the policy.

This policy is written with reference to government guidance including 'Reducing the need for restraint and restrictive intervention' (DoH/DfE, 2019) and 'Mental health and behaviour in schools' (DfE, 2018).

## RATIONALE

The behaviour and social/emotional development of the young people at Orchard Hill College is an essential factor in facilitating positive access to their learning, the wider community and the overall quality of their lives. We recognise that successful support for students via the management of challenging behaviour is wholly dependent upon the College ethos: by creating an organisational culture that values and supports each student and member of staff, by promoting an understanding of behaviour as communication, by clearly communicating the shared vision and values on which our culture is based, and by actively promoting good physical and mental wellbeing for all, we will create the right conditions for positive behaviour to flourish. It is incumbent on the whole College community, including governors, families and volunteers, to promote positive behaviour and to maintain a positive regard towards all students and colleagues, offering students appropriate role models at all times and proactively supporting them to develop the necessary skills for self-management of positive behaviour. All those who are part of the College community should demonstrate an unfailing commitment to good values and principles, such as:

- Teaching right from wrong
- Honesty and fairness
- Respect for others

- The importance of getting on with people and establishing positive relationships
- Self-discipline, self-management of behaviour and a sense of responsibility for oneself

Student behaviour, both appropriate and inappropriate, should be managed with sensitivity and professionalism. **Staff and other adults within the College community need to constantly re-examine and reflect upon their own values, attitudes and behaviours in order to appreciate the messages that they are giving students.** They also need to be familiar with clear guidelines and strategies e.g. Student Support Information (behaviour management plans), to help maintain positive behaviour and discourage negative behaviours when they occur. Regular, high quality in-service training can do much to help staff achieve better understanding of pupil behaviour and OHC is committed to providing responsive and well informed CPD across the whole organisation, including links with Orchard Hill College Academy Trust. In addition to the College's overarching and by-centre CPD plan, OHC&AT has developed a comprehensive training offer which includes a focus on behaviour as communication, threading through areas including safeguarding, mental health and SEND specialist CPD.

College staff should be aware of recent legislation, relevant literature or research, local and national guidelines and successful practices elsewhere related to the field of positive behaviour support. We recognise that challenging behaviour, however it manifests itself, is usually an impediment to accessing the curriculum effectively, and thus quality learning experiences, and that positive behaviour – which encompasses high quality learning behaviour – is a necessary prerequisite to effective teaching and learning.

Orchard Hill College recognises the importance of a **whole College approach** to behaviour management within the College and across the organisation as a whole. We also recognise the importance of understanding and being alert to student behaviour as part of effective safeguarding practice.

## RESPONSIBILITIES

### **OHC Directors will:**

- Review updated policies on an annual basis and receive termly behavioural data reports

### **The OHC&AT Executive Senior Leadership Team will:**

- Monitor behaviour management across the organisation
- Regularly review this policy and any attendant procedures
- Ensure that a suitable training programme is available to staff, drawing on the breadth of expertise across the OHC&AT family to ensure that CPD is informed by best practice in both general and specific terms

**The College Senior Leadership Team will:**

- Clearly communicate the College ethos and its expectations around behaviour to students, staff, families and other stakeholders
- Promote a culture of mutual respect, trust between students and staff and the fostering of a positive learning environment
- Ensure all staff have regular training in relevant behaviour management techniques e.g. Team Teach
- Ensure that staff involved in incidents of challenging behaviour are able to access suitable support e.g. immediate and follow-up debriefs, access to OHC&AT Occupational Health support etc.
- Regularly report on behaviour data to the OHC&AT Executive Senior Leadership Team
- Produce and maintain a Physical Intervention Procedure detailing any named physical intervention technique(s) used at the College, including staff training and authority levels with regard to the deployment of physical intervention

**All staff will:**

- Ensure they are familiar with and adhere to all relevant behaviour programmes and risk assessments
- Promote a culture of positive behaviour within the College
- Undertake relevant CPD within the College to ensure that they are able to effectively support students' needs and communication preferences, including understanding and responding to behaviours that may challenge
- Report any incidents promptly via the correct channels

**AIMS**

The principles of high quality learning behaviour are paramount. This is behaviour that most ably supports young people to engage most purposefully with their learning. This will include social communication skills, such as turn taking, active listening, responsiveness to adults and peers and high levels of engagement. In many cases, such behaviours will need to be actively taught, promoted and modelled by key adults within the overall framework of good and outstanding teaching.

At Orchard Hill College, we will:

- Understand that positive behaviour promotes high quality learning experiences
- Maintain a culture and ethos that has respect for the young person at its centre
- Provide an environment of calm and good order
- Support each student to develop the means of managing their own behaviour
- Embed effective systems and procedures to encourage and maintain positive behaviour, with a set of strategies to help staff prevent and respond to challenging behaviour

- Teach life skills which will improve self-esteem and enhance quality of life in all settings
- Recognise that challenging behaviour is a form of communication and always treat it as such
- Provide relevant training, structures and support for all, including families
- Work in close partnership with families and other stakeholders to ensure that students are well supported.

## **UNDERSTANDING CHALLENGING BEHAVIOUR**

Orchard Hill College understands challenging behaviour to be behaviour which:

- Prevents students' participation in appropriate educational activities
- Often isolates them from their peers
- Affects the learning and functioning of others
- Drastically reduces their opportunities for involvement in ordinary community activities
- Places the young person and/or others in physical danger
- Makes excessive demands on staff and resources
- Makes the possibilities for future placement difficult

*(adapted from Emerson et al 1987)*

We are aware that different people may interpret the appropriateness and severity of challenging behaviour in different ways. We acknowledge that it is the behaviour which challenges us and not the person.

## **STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR**

Positive behaviour can be facilitated in many ways, for example by:

- Establishing a learning community in which the general environment is calm, well ordered and disciplined.
- Setting a good example by behaving in the way it is desirable for students to behave.
- Being proactive by highlighting and praising positive behaviour.
- Ensuring that student voice is regularly heard and valued as part of College culture, so that students feel valued as part of the College community.
- Preventing challenging behaviour - avoiding confrontation, avoiding 'triggers' or background factors known to present difficulties to the student.
- Ensuring that everyone is clear about which behaviours are appropriate and which are inappropriate, i.e. ensuring a clear distinction between behaviour which is to be reinforced and that which is to be discouraged or ignored.

- Introducing planned activities that are matched to students' strengths and weaknesses, with high expectations and a belief in their learning potential in order to develop the very best attitudes to learning.
- Focusing upon teaching positive communication in the most suitable format for each student (this may help students influence others without having to display challenging behaviour).
- Helping the student to anticipate the sequence of daily events and activities to maximise understanding and minimise anxiety.
- Providing consistent positive feedback.
- Ensuring that staff respond to student behaviour in a consistent and fair manner.
- Ensuring that individual Risk Assessments, Support Plans and other written support strategies for students are kept up to date and that all relevant staff are familiar with them.
- Encouraging tolerance and understanding of young people's specific difficulties.
- Paying attention to antecedents and consequences associated with behaviour.
- Providing structured, predictable environments and routines for students who benefit from them.
- Understanding and monitoring students' behaviour and offering known de-escalation techniques as necessary.
- Teaching students appropriate self-management strategies and supporting them to develop the skills of empathy, tolerance, respect for individual differences and conflict resolution.
- Incorporating an expectation of positive behaviour across the curriculum.

## **OBSERVATION, ANALYSIS AND ASSESSMENT**

Staff will be familiar with looking at ways of understanding student behaviour, in particular trying to find out the functions that the challenging behaviour may serve for the individual and the contexts in which it is likely to happen. Observation of the student plays an important part in providing base lines of student behaviour.

Familiarity with each individual student's Support Plan is also crucial for staff, as this will include information on the student's preferred communication and learning style as well as any support needs around behaviour. Understanding the individual will allow staff to tailor their teaching strategies accordingly and reduce incidents of challenging behaviour.

## **STRATEGIES AND PROCEDURES WHEN A PERSON CHALLENGES**

- Adhere to relevant individual student risk assessments and Support Plans.
- Identify and reduce or eliminate triggers if appropriate.
- Maintain a calm environment.
- Use distractions.
- Remove other students and staff from the room when appropriate.

- Use Team Teach non-intervention strategies wherever possible.
- Use Team Teach physical interventions to avoid a crisis if necessary (see below)
- Adapt Risk Assessments and the Support Plan in the light of significant challenges and identify whether tailored Team Teach support is required.
- Record and report incidents in the College incident book and, if physical interventions are used, on the appropriate form.
- Report incidences to a member of the Management Team (usually the relevant Head of Learning Centre).
- Staff involved to participate in a debriefing session with a member of the Management Team as soon as possible after an incident.

## RESTRICTIVE PHYSICAL INTERVENTION

The College operates a Physical Intervention Procedure (see Appendix 1) which has been written with reference to the British Institute of Learning Disabilities (BILD) guidance “Physical Interventions, A Policy Framework” and which reflects the BILD Code of Practice for Trainers in the Use of Physical Interventions.

In general, the College aims to avoid physical intervention except where absolutely necessary to ensure student and staff safety. In such situations, College staff may use reasonable force by deploying either control or restraint techniques. ‘Control’ refers to either passive or physical contact, for example, blocking a student’s path to a busy road (passive) or leading a student by the hand away from a situation (active). ‘Restraint’ refers to physically engaging with a student as part of any necessary measures in order to bring a situation under control.

The starting point for any approach to supporting students who are engaging in challenging behaviour is for a resolution to be obtained without the need for restrictive physical interventions, be they related to control or restraint; **interventions that do not require physical interventions are desirable because they are ultimately more sustainable and dignified**. However, there may be occasions when the use of reasonable force may be necessary. These fall into two categories:

a. **Control:** *if it is anticipated that, as part of a considered and agreed approach to the management of a student’s behaviour, elements of reasonable force (passive or active) may be required to support the student towards more positive behaviour, then such physical interventions must be detailed as part of a regularly reviewed written protocol. Any physical intervention outside of this written protocol must be recorded separately.*

b. **Restraint:** *this refers to physical interventions that are not pre-planned and are a proportionate and appropriate response to an unforeseen circumstance. As such, they should be treated as emergency physical interventions, as they refer to the use of any **reasonable** force necessary to bring a situation under control.*

Physical restraint should ONLY be used:

- Rarely and as a last resort
- When all other possible alternatives have been considered
- As part of a 'total response' to the student's behaviour (i.e. not in isolation)
- When the purpose of physical restraint is to restore safety
- When it can be justified as being in the paramount interests of the student and/or when the student is considered to be in immediate danger of harming self or others
- By staff who have been fully trained in positive behaviour management and who are conforming to the guidance set in this policy and procedure
- When it can be justified as a reasonable and responsible way of responding to a student's severe challenging behaviour.

The use of force is reasonable if it is **appropriate to the consequences it is intended to prevent**. This means that the degree of force used should be no more than is needed to achieve the desired results. Incident report forms must be completed and submitted to a member of the Senior Leadership Team as soon as possible following any physical intervention, and must be accurately logged.

Orchard Hill College has regard to Deprivation of Liberty, which is a safeguard for people who lack capacity to make decisions regarding their own safety. The College will provide a safe environment for the diverse needs of all its students, ensuring the safety and due liberty of them all as individuals. The College will ensure that student choice and best interest is considered at all times and that decisions being made suit the needs of the student to which they pertain.

In certain situations, for example where there is an immediate safeguarding risk to students or staff as a result of a behavioural incident or where safeguarding issues come to light as a result of a behavioural incident, it may be necessary to involve the police. OHC staff will work with police, families and students to ensure the safety of everyone within the College community.

## **POLICY REVIEW DETAILS**

<i>Version:</i>	1.3
<i>Reviewer:</i>	John Prior, Kelly Phillips
<i>Approval body:</i>	Family Board
<i>Date this version approved:</i>	13 <sup>th</sup> December 2019
<i>Due for review:</i>	Autumn 2022

## **RELATED POLICIES AND PROCEDURES**

Anti-Bullying Policy  
Attendance Policy (OHC)

Child Protection Adult Protection & Safeguarding Policy  
Equality and Diversity Policy  
E-Safety Policy  
Exclusions Policy (Orchard Hill College)  
Families and Visitors Code of Conduct  
Health & Safety Policy  
OHC Safeguarding & Wellbeing Offer  
Positive Behaviour Policy (Academies)  
Relationships and Sex Education Policy  
Risk Assessment Policy  
Staff Code of Conduct  
Staff Mental Wealth, Health and Wellbeing Policy  
Student Mental Wealth, Health and Wellbeing Policy  
Substance Misuse Policy

## **APPENDIX 1: Use of Physical Interventions within Orchard Hill College**

Throughout this document the term ‘physical intervention’ is used to describe any method of responding to challenging behaviour which involves *some degree of direct physical contact* to limit or restrict movement or mobility.

It is the aim of the College to avoid physical interventions wherever possible. Early intervention strategies must be identified, in place and effectively deployed to minimise escalating challenging behaviour.

In situations in which physical management of challenging behaviour is required to prevent injury to the student or others, staff will use physical interventions endorsed through Team Teach.

Staff receive regular training in Team Teach techniques, which reflect the College’s shared concept of good practice. Internal College training and Team Teach training both focus on the use of proactive methods for avoiding challenging behaviour, with the use of physical interventions only in an emergency and when other methods have been unsuccessful.

The dignity and best interests of a student are always paramount in the planning, execution and subsequent evaluation of any physical interventions.

Any physical intervention must ensure the wellbeing of the student at all times by:

- observing that students feel safe and secure when being moved
- using minimal force at all times, so that any holding of limbs is carried out with the minimum amount of pressure necessary and for the minimum time to prevent the risk of harm to the student or others
- use of effective and calm communication to diffuse stress and anger

Every student who may present challenging behaviour must have individualised strategies within their Support Plan including, where necessary, a Physical Hold Plan (PHP). All staff directly supporting that student must be familiar with that Support Plan and be trained in any specific Team Teach techniques. Only staff trained in Team Teach and within their two year training certificate are allowed to use Team Teach techniques.

Planned physical interventions should be justified in respect of what is known of the student from a formal multi-disciplinary assessment, alternative approaches that have been tried, an evaluation of the potential risks involved, references to a body of expert knowledge and established good practice.

Any physical intervention must be fully documented on the correct recording sheet and made known to the relevant Head of Learning Centre as soon as possible after the incident. Parents/carers must be informed immediately following any physical intervention.

The use of physical interventions is subject to regular (at least termly) review by the College's Senior Leadership Team.

Risk Assessments must be reviewed in the light of any physical intervention.

Students have individual assessments to identify contra-indications to physical interventions before they are approved.

Students who receive or witness a physical intervention are routinely assessed for signs of injury or psychological distress. All parties involved receive a full debrief after the event.

### **Legal context**

The College must operate within the law when it sanctions the use of physical interventions. The College has a Duty of Care to take reasonable care to avoid acts or omissions that are likely to cause harm to students and staff.

The law is intended to protect citizens from unwanted interference from others. It is recognised, however, that there are occasions when such interference is reasonable and in the best interest of the person involved.

The potential hazards associated with the use of physical interventions should be systematically explored using a risk assessment procedure. Physical interventions should not involve unreasonable risk.

Where possible all PHPs will be designed with the student and a parent/carer and if an intervention is used, parents/carers will be kept informed.

Orchard Hill College has regard to Deprivation of Liberty, which is a safeguard for people who lack capacity to make decisions regarding their own safety. The College will provide a safe environment for the diverse needs of all its students, ensuring the safety and due liberty of them all as individuals. The College will ensure that student choice and best interest is considered at all times and that decisions being made suit the needs of the student to which they pertain.