



Inclusive Trauma Informed Positive Behaviour Support and Restraint Reduction Policy

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Inclusive Positive Behaviour Support and Restraint Reduction Policy

INTRODUCTION

Encouraging and supporting positive behaviour across all OHC centres is a crucial part of enabling our students to learn and achieve.

This policy is based on the principles of 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 aligns with the Department for Education (DfE) guidelines on behaviour and discipline, the Equality Act 2010, Keeping Children Safe in Education, and the SEND Code of Practice. It integrates principles from Positive Behaviour Support, the Restraint Reduction Network, and Quality of Life indicators.

Key terminology:

Behaviour of Concern –

Natural Consequences –

Trauma Informed Positive Behaviour Support (TIPBS) –

AIMS

At Orchard Hill College, we hold high expectations for student behaviour, engagement, and achievement. Our Trauma Informed Positive Behaviour Support Policy is rooted in a shared ethos and belief system. This policy aims to:

- Foster positive behaviours for successful transition into adulthood.
- Cultivate students' self-worth, identity, and accomplishments.
- Facilitate safe and effective communication of needs.
- Guide staff, students, parents, governors, and stakeholders in supporting trauma-aware practices, self-regulation, behaviour management and a safe learning environment.
- Promote an all-encompassing, person-centred, and inclusive approach to understanding self-regulation and behavioural needs.
- Establish a unified, evidence-based response to behaviours, including behaviours of concern, that is guided by current research.
- Cultivate a culture that honours individual achievements and nurtures a sense of belonging for all stakeholders.
- Recognise the pivotal role of positive and healing relationships in fostering self-regulation and supporting students' learning.

The policy draws from a variety of research and evidence-based approaches, including trauma-informed and attachment-aware practices, as well as documents, legislation and papers including:

- Improving Behaviour in Schools (EEF, 2019)
- Reducing the Need for Restraint and Restrictive Intervention (DOH, 2019)
- The Mental Capacity Act 2005
- The Equality Act 2010
- Positive and Proactive Care: reducing the need for restrictive interventions. (DOH, 2014)
- The 10 components of Positive Behaviour Support, (Gore, N J et al, 2013)
- Behaviour Support Plan Audit Tool (BILD)
- Practice leadership, PBS and reducing restrictive practices, R Deveau, CAPBS Practice paper 3
- D. Allen et al “Implementing PBS: changing social and organisational contexts” International Journal of PBS 3, 2, (32-41)
- Evans T and Gore N (2016) “Staff behaviours valued by service users: views of people whose behaviour challenges”, International Journal of PBS, 6, 2 (4-11)

STATEMENT OF INCLUSIVE BEHAVIOUR PRINCIPLES

Orchard Hill College believes in the potential of all individuals to exhibit positive behaviour. We recognise that behaviour serves as a form of communication and often reflects unmet needs. Positive, respectful relationships form the foundation of constructive behaviour. Our approach, guided by Positive Behaviour Support, the Restraint Reduction Network, TISUK and Quality of Life indicators, embraces the following principles:

- Every individual can exhibit “positive” behaviour.
- Behaviour communicates emotions and needs.
- Addressing unmet needs is vital for behaviour change.
- Strong, respectful relationships with students are pivotal.
- All individuals can enhance self-regulation through supportive relationships with emotionally available adults.
- Co-regulation of emotions encourages independence and self-regulation.
- With appropriate intervention, students can develop self-regulation and effective communication.
- Differentiation and bespoke, tailored support are key to effective behaviour management.
- Capable environments enable positive experiences; safe environments, which include safe, responsive adults, are vital for psychological safety and engagement at College.
- All students are adults and should be treated as such, in accordance with the Mental Capacity Act.
- An ethos of unconditional positive regard fosters positive relationships; a culture of respect, safety and awareness fosters a psychologically safe environment.
- Fairness means meeting individual needs, not uniform treatment.
- Students are supported to shift from ‘blocked trust’ to trust through positive relationships.

Our students may also have had difficulties with attachment, reduced opportunities and a history of trauma – either themselves or observing others. Hence, there is a higher incidence of behaviours of concern amongst our students. We understand that

these behaviours represent their best attempt to cope and communicate in what are often extremely anxious, confusing or frustrating moments. We believe that each behaviour has a function or reason (such as frustration, a need for something or trying to escape a stressful situation) and that it is our job to understand and support them to find better ways to get their needs met.

Positive Behaviour Support (PBS) is a framework through which to understand that all behaviour is communication, and to enable us to understand **WHY** the behaviour occurs so that we can put in place solutions so that students have other ways of meeting their needs, rather than through their behaviour.

What Positive Behaviour Support is and why OHC believes in the framework

Values Based – All of our work is underpinned by the Human Rights Act, including:

- the prohibition of torture and inhuman or degrading treatment (Article 3);
- the right to liberty and freedom (Article 5);
- the right to respect for private and family life (Article 8);
- no discrimination (Article 14).

We promote respect and equal opportunities to enjoy the same freedoms, self-determination and social roles as we all expect. We aim to avoid the use of restrictive practices as far as possible, such as locked doors and cupboards; physical interventions; mechanical restraints and use of medication for behaviour.

We have combined this with our Trauma Informed approach to ensure this is always considered whether supporting students. Our TIPBS approach is depicted below in the infographic attached.

Our safeguarding offer is underpinned by our Trauma Informed Positive Behaviour Support (TIPBS) strategy. This support is offered to all students and incorporates the following aspects:

"Relate"

"Regulate"

"Reflect"

"Empower"

"Protect"

See Appendix 1 for the OHC TIPBS Infographic.

DEFINITIONS

Given the diverse needs of our students, defining misbehaviours is complex. We recognise our duty under the Equality Act 2010 to accommodate protected characteristics. Our approach to behaviours of concern is respectful and personalised.

This policy provides general definitions for guidance while recognising individual differences.

‘Behaviours of concern’ is defined and may present as:

Behaviour of such an intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion’

(Royal College of Psychiatrists, British Psychological Society & Royal College of Speech and Language Therapists, 2007)

Behaviours of concern may present as:

- Disruptions during lessons, transitions, or break times
- Disrespectful behaviour towards peers, staff, or the environment
- Socially impairing physical or verbal behaviours toward oneself or others.

Serious behaviours of concern can include:

- Repeated rule violations.
- Any form of bullying.
- Sexual violence or harassment.
- Discriminatory actions based on characteristics.
- Vandalism, theft, fighting and use of illegal or legal substances during College hours.
- Possession of prohibited items.

Bullying is:

- Repetitive harm caused by an imbalance of power.
- Deliberate, hurtful, and difficult to defend against.

POLICY INTO PRACTICE

To implement this policy effectively, we emphasise our Trauma Informed Positive Behaviour Support. Concerning behaviours are addressed positively, considering students’ trauma history and wellbeing. Staff interpret situations without blame, focusing on understanding.

At Orchard Hill College, we use the terms “behaviours of concern” or “anxious behaviours”, rather than “challenging behaviour”, to reflect that behaviour is usually a communication from the student that something is not going well and/or causing anxiety, which is being communicated to us through their behaviour.

We recognise that our focus needs to be on how we might be presenting as a “challenging environment” rather than punishing a student’s “challenging behaviour”.

Roles and responsibilities

Developing positive behaviour and trauma-informed practices is a shared responsibility. Everyone, including Trustees, governors, leadership, staff, and parents, contributes to creating an inclusive environment. Staff members are trained and supported to implement the policy.

Whole-College systems for Positive Behaviour

Customised systems, like routines, zones of regulation, adult status and emotion coaching, support positive behaviour across pathways and classes. Individualised behaviour support plans supplement these strategies and ensure consistency.

A Universal “Capable Environment”

We aim for all of our students to be educated in a “capable environment” – whose features have been shown to reduce or eliminate the incidence of behaviours of concern, and which follow best practice and human rights values.

This means providing a high quality, universal support environment in the following areas:

1. Frequent social interactions. Making sure we are interacting with the students as much as they indicate the need – for fun and social reasons, not just to issue instructions.
2. Support for communication. Making sure that students can communicate their needs and choices, whether through words, pictures, signing, non-verbal signals.
3. Participating in meaningful activity. Offering students lots of appropriate and accessible activities – behaviours are always more likely if students are bored or if tasks are unrealistically difficult.
4. Consistent and predictable environments (allowing for individual variation). A good routine and preparation for change helps most of our students feel calm and helps them know what is happening next.
5. Good relationships with friends / family. Strong relationships with family, friends and staff underpin all mental wellbeing. We may need to support students to access their full peer social network – both whilst at and when preparing to leave College.
6. Opportunity for choice. Many behaviours are telling us that a student is anxious; offering a choice of what to do next can often de-escalate a situation and give students a sense of control.
7. Encouraging independent functioning. We want our students to do as much as possible for themselves – sometimes the best support we can give is NO support and plenty of time.
8. Health support We encourage healthy living for all of our students, in what we eat and being physically active and in access to the necessary healthcare.
9. Suitable physical environment. – noise, light, space. We try to provide the best environment for each student in a flexible way, e.g. quiet areas, taking time out in the garden, keeping cool, switching lights off etc.
10. Mindful, skilled staff. Crucially, we want to be kind, empathic staff who have the skills to support students correctly and the time to understand when things aren’t going well and help students find solutions and better ways of coping.

The features of a capable environment are taken from D. Allen et al “Implementing PBS”; International Journal of PBS 3, 2, (32-41)

Implementing this will involve:

- Training all staff in specialist skills (such as in communication, sensory support, active support, trauma-informed care, PBS).
- The support of other practitioners such as PBS Practice Leaders, Speech & Language Therapists, Occupational Therapists.
- A management commitment to providing a capable environment (physical and social) at each College site.

We do NOT support the use of punishment or “negative consequences” with any of our students. This is not an ethical approach, can contravene our human rights “to be free from inhuman and degrading treatment” and risks abusing and traumatising already anxious and upset individuals with compounding punishments.

If it has been assessed that a student has the **mental capacity** to understand and remember:

- The College rules (and not just recite them);
- That their behaviour contravened these rules and the impact that it has had on other people;
- And an appropriate level of work has gone into explaining these in previous weeks;

A behavioural contract can be written collaboratively with the student, family and staff outlining:

- What the behaviour is that is not allowed at College;
- What everyone agrees will happen if it does occur;
- Further plans for supporting learning in this area, such as anger management; co-producing a PBS plan and joint monitoring with the student; the use of technology to support student; changes in the student’s day to support behaviour change.

Only after all these steps have been taken can “consequences” be followed through for a student.

Consequences

Consequences focus on learning from actions rather than punitive measures. Logical or natural consequences relate directly to any behaviours of concern. Repairing relationships is emphasised, promoting responsibility without shaming.

RESTRICTIVE PRACTICES

Orchard Hill College is a signatory to the Restraint Reduction Network and will always seek to manage behaviours through the least restrictive way possible, understanding that the more we increase restrictions on people, the more likely it is that behaviours will escalate.

Orchard Hill College aims to undertake a review of restrictive practices used on an annual basis and develop an implementation plan, to ensure that all students learn in the least restrictive environment possible.

Individual Assessment and Behaviour Support Plans for students who may display behaviours of concern and be at risk of restrictive practices.

We recognise that the most frequent reasons (function) for behaviour include:

- **Tangible reinforcement:** the behaviour tends to result in the person gaining something, such as food, drink, a preferred item etc.
- **Social attention:** the behaviour tends to result in people interacting in some way with the person (this can be both positive and negative attention)
- **Self-stimulation:** the behaviour isn't linked to what other people do and tends to result in some form of stimulation for the person themselves to alert or relax themselves
- **Escape:** the behaviour tends to result in people backing off/removing demands and generally leaving the person alone.
- **Pain:** the behaviour helps relieve either a physical or emotional pain.

If a student displays behaviours of concern the following process will be followed:

- Behaviours will be monitored using the appropriate monitoring form and PBS teams notified;
- A functional assessment will be conducted (by internal or external suitably trained staff), the level of detail appropriate to the intensity of the behaviour and associated risks;
- A personal support passport (PSP) will be written, which is compliant with the BILD Behaviour Support plan audit tools.

Responding to behaviours of concern

Students who display behaviour of concerns are met with P and the Four (five) R's: Protect, Regulate, Relate, Reason, Repair and (once regulated) Reflect as well as an additional element: Empower. Supportive approaches are tailored to students' emotional states, ensuring they feel valued and safe, and in line with the Positive Behaviour Support (PBS) framework, including collecting data, monitoring trends, ensuring capable environments and ethical, individualised interventions which empower the young person to have autonomy.

Suspension and exclusion

The College does not suspend or permanently exclude students as a disciplinary measure. There may be occasions where student timetables are temporarily adjusted as part of measures to address a safeguarding situation (e.g. during restorative work between students who have been involved in a bullying incident), or in order to support a student who is temporarily unable to access College premises (e.g. due to their physical or mental health circumstances). In all such instances this will be discussed and agreed with the student and all relevant stakeholders (e.g. families, carers, social worker).

In cases where it becomes apparent that the College is not best placed to meet a student's needs, we will work with that student and all relevant stakeholders to identify a more suitable placement for them and to facilitate their transition into that placement.

Use of restrictive physical interventions and restraint

Physical intervention, used only for safety, is recorded, reviewed, and focuses on prevention and support and in line with all legal obligations to keep all involved safe. Training aligns with the Restraint Reduction Network and under the guidance of highly trained staff following bespoke training from Team Teach.

Use of seclusions

Seclusion intervention, used only for safety, is recorded, reviewed, and focuses on prevention and support and in line with all legal obligations to keep all involved safe. Seclusions (psychological or physical) are not part of the College's response to behaviours of concern; however, where used in line with the legal framework (reasonable, proportionate and necessary to the risk presented) are reviewed immediately with the greater holistic team on how to continue implementing best practice with minimal support. All staff are trained and ensure they always interact with students with respect, kindness and compassion.

Use of mechanical interventions and restraint

Mechanical intervention, used only for safety, is recorded, reviewed, and focuses on prevention and support and in line with all legal obligations to keep all involved safe. The use of a device (e.g. seatbelt) to prevent, restrict or subdue movement of a person's body, or part of the body can only be used in line with legal obligations or Health and Safety guidelines. Where additional devices such as Houdini belts, splints, etc. are needed for the primary purpose of behavioural restriction and control, the College encourages collaborative working with wider teams to produce a Deprivation of Liberty Safeguard (DoLS) and Best Interest Decisions before these can be implemented.

Use of medical interventions and restraint

Medical intervention, used only for safety, is recorded, reviewed, and focuses on prevention and support and in line with all legal obligations to keep all involved safe.

Debriefing

As part of the reflection and empowerment elements, our differentiated debrief system provides appropriate post-incident learning, support and actions to follow up. All students and staff are offered a debrief after any incident.

MONITORING

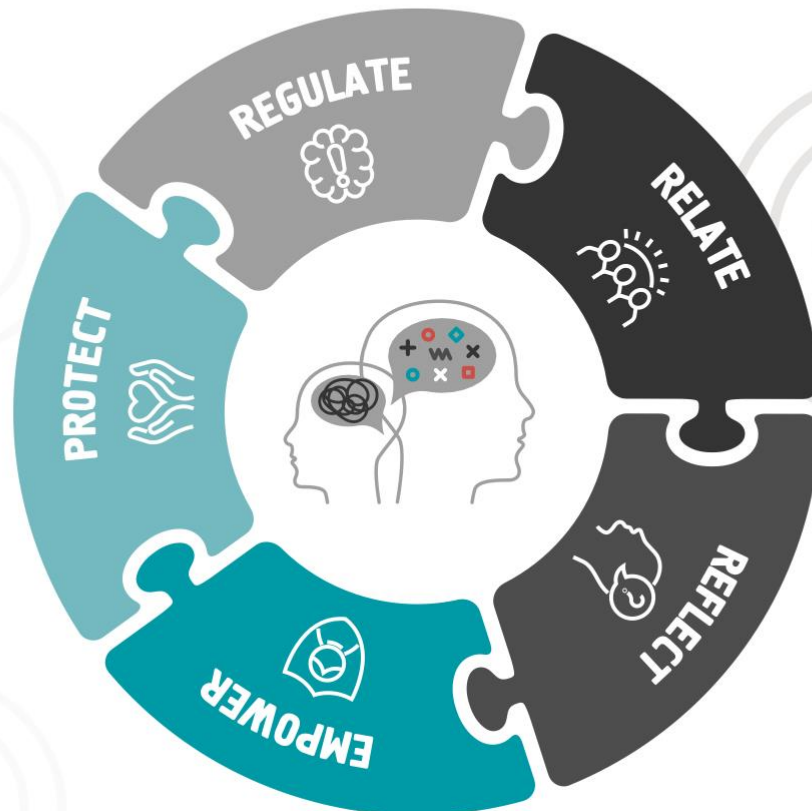
This policy is reviewed annually by the Senior Leadership Team, incorporating insights from students, staff, and families. It intersects with other policies, reinforcing inclusion, safety, and positive support – with guidance taken from organisations such as the Restraint Reduction Network, BiLD and TISUK.

RELATED POLICIES AND DOCUMENTATION

Anti-Bullying Policy
Attendance Policy
Child Protection Adult Protection & Safeguarding Policy
Equality, Diversity & Inclusion Policy
Online Safety Policy
Families and Visitors Code of Conduct
Health & Safety Policy
OHC Safeguarding & Wellbeing Offer
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: Trauma-Informed Positive Behaviour Support Infographic

TRAUMA INFORMED POSITIVE BEHAVIOUR SUPPORT



REGULATE

- A good sensory physical environment
- Consistent & predictable personalised routines and activities
- Meaningful activity
- Personal care and health support
- Opportunities for choice
- Mindful, skilled staff
- Reflective evaluations and emotional well being support if required
- A proactive approach to staff well being

RELATE

- Positive social interactions with warm, empathic, safe & reliable staff
- Support with total communication
- Support to maintain relationships with my family, friends and in my community
- Continue promoting and supporting neuro-diverse ways of interacting

PROTECT

- Consistent and predictable routines & predictable staffing
- Encouragement of more independent functioning
- Empathic interactions
- Avoiding re-traumatisation
- Safe physical environments
- Reinforcing the message that we avoid the use of any negative or shame based consequences

REFLECT

- Everyone (students and staff) who need a debrief get one and at right level
- Access to responsive therapeutic support

EMPOWER

For Students. For Staff. For Families

- Collaboration & co-production
- Choice and voice, respecting adult status
- Self-advocacy and empowerment