

# Orbis Schools Wales: Behaviour Policy

Policy Number:	EDW005	Originator:	Rachel Hackling
Issue Number:	1	Authoriser:	Amanda Morgan-Taylor
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## 1. Rationale

1.1 Many young people at Orbis Education and Care limited (Orbis) will, through the nature of their needs and difficulties, display some type of challenging behaviour. This behaviour can be translated as an individual's response to their environment, an experience, an unmet request or inability to communicate their wants and needs effectively. It is essential that all staff have an understanding of a wide range of strategies and de-escalation skills which will aim to:-

1. Understand the purpose of these behaviours.
2. Replace them with more appropriate behaviours and skills.
3. Reduce the frequency of challenging behaviours by striving to improve the persons quality of life.

This is a fundamental part of the young persons' progress and ensures they reach their full potential and enjoy a good quality of life. This policy provides guidance, strategies and good practice for all Orbis Education and Care employees.

1.2 Orbis aim to encourage all pupils to behave responsibly. Education plans should support pupils to distinguish right from wrong, respect the law, accept responsibility for behaviour, show initiative and understand how they can contribute to community life. In addition to this pupils should be supported to learn about public institutions and services.

## 2. PBS Model

2.1 Orbis is committed to promoting Positive Behaviour Support (PBS) as its service model. Positive Behaviour Support (PBS) has evolved from debates in the 1980s about the use of punishment based consequences with people with learning disabilities & behaviours that challenge. PBS is the result of combining Social Role Valorisation and Applied Behavioural Analysis to create a new "values-led approach to achieving behavioural change". It focuses on:

- Individualised quality of life gains & positive promotion of desired behaviours
- Person Centred Planning (PCP).
- Long term values-led focus
- Comprehensive assessment and functional analysis – why, when and how behaviours occur
- Emphasis on preventative strategies
- Altering triggers and consequences
- Skill teaching

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- Distinguishes between preventative and reactive strategies
- Minimises the use of punishment-based consequences
- Reduction of behaviours that challenge is a side effect of intervention
- Involvement of all stakeholders

## 2.2 School Wide PBS

Positive Behaviour Support has evolved from a model that is advocated for education settings referred to as School-Wide Positive Behaviour Interventions and Support (PBIS). This is a pro-active team based framework for creating safe and effective schools. Emphasis is placed on prevention of behaviours that challenge development of pro-social skills and behaviours, and the use of data based problem-solving for addressing behaviours. These programs are applied to school settings from mainstream to special education but are not specifically tailored to the needs of young people with Autism, behaviours that challenge and in some cases significant learning disability.

## 3. Definitions

### 3.1 Challenging Behaviour

“Culturally abnormal behaviour of such intensity, frequency or duration that the physical safety of the individual or others is likely to be placed in serious jeopardy or behaviour which is likely to seriously limit or deny access to and use of ordinary community facilities” (Emerson 1995).

### 3.2 Baseline

A baseline is a behaviour management term referring to the beginning measurement of a behaviour. A baseline of behaviour is measured before an intervention is begun. The baseline measurement, compared to later measurements after intervention, gives a starting point to measure how effective the intervention is.

### 3.3 Intervention

An intervention is a change in an approach that is designed to improve learning or behaviour. Interventions may include strategies, teaching techniques, modifications, adaptations, changes in curriculum, behaviour interventions and therapies such as speech, physical and occupational therapies.

### 3.4 Primary Prevention

Primary prevention involves managing aspects of the individual's living, working and social environments, to reduce the likelihood of behaviours that challenge occurring. Primary preventions provide evidence based guidance on how to provide the “best match” to the individual in all aspects of daily living, including communication, learning opportunities, skill development, meaningful activities, reflective of the individual's hobbies and interests, sensory needs and relationships. This forms the largest part of the plan.

### 3.5 Secondary Prevention

Involves strategies that are to be used once an individual's behaviour begins to move away from baseline conditions. The aim of secondary prevention is to stop incidents escalating further, through early identification and positive interventions. Secondary prevention provides guidance on how to recognise and respond to early indicators that the individual may be moving away from baseline.

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## 3.6 Reactive Strategies

By definition Reactive Responses occur when a behaviour has already happened. It is during these times when well-planned Reactive Strategies play an important role. Reactive Strategies are designed to ensure that the responses to episodes of challenging behaviour are non-pain based, consistent, safe, least intrusive, short in duration and always a last resort. Orbis Education and Care endeavours to focus on reducing the need or likelihood of behaviour occurring in the first place, thus rendering the need for reactive strategies less necessary.

## 3.7 Personal Plan

The personal plan represents the culmination of the assessment process. It is written as a guide for all those supporting the young person to ensure the consistent delivery of appropriate interventions.

## 4. Aims of this policy

- To promote a culture of Positive Behaviour Support throughout Orbis Education and Care.
- To provide a safe and protective environment which promotes positive behaviour
- To enable all young people to develop to their full potential.
- To ensure children and young people's rights and dignity are considered.
- To provide appropriate training and guidance for all staff within Orbis Education and Care, to ensure that they have the skills to be able to respond appropriately to any behaviour that challenges the service.
- To promote a culture of skills development based on dignity and respect.
- To promote a culture of social inclusion and respect for diversity
- To ensure that young people are confident of their rights to be treated fairly.
- To acknowledge that maintaining standards of good behaviour are a shared responsibility.
- To ensure a collaborative approach to behaviour management involving young people, staff, parents/carers and other agencies e.g. CAMHS etc.

## 5. Implementation of the policy

### 5.1 Orbis Education and Care will support the implementation of this policy by:

- Ensuring that all employees are aware of their responsibility to set appropriate standards of behaviour, through induction, mentoring, ongoing training and supervision.
- Ensuring all employees receive training in Positive Behaviour Support.
- Ensuring all staff receive accredited physical intervention training to enable them to respond appropriately to any incidents of challenging behaviour using a coordinated, non pain based, gradient response.
- Ensuring all staff have the relevant appropriate skills and qualifications.
- Delivering a 24 hour curriculum which teaches young people, using a variety of methods, to promote Orbis Education and Care's ethos and expectations. These are quality of life principles which include choice, individuality, dignity and respect, community presence, and participation.
- Undertaking a thorough MDT assessment process using recognized tools that will inform planning.
- Implementing Person centered planning and Active support for the very individual needs of young people and the active involvement of young people in setting their own learning objectives in all aspects, including education, daily living skills, social skills and coping strategies
- Ensuring effective mechanisms are in place for the monitoring and evaluation of this policy.

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- Ensuring that the policy is fully understood and consistently implemented throughout Orbis Education and Care.
- Effective communication and information sharing regarding the young people is supported through morning meetings and MDT.
- Liaising with parents, via telephone, email, Skype, parents evenings, reports and other forms of communication.
- Liaising with clinical team.
- Liaising with partners in Health, Social Services, Education and Regulators.
- Providing each young person with a young person's guide that is available in a variety of formats and explains Orbis Education and Care ethos and expectations.
- Each young person and their families' / carers, and other involved supporters, will be encouraged to participate in the development of all positive behaviour support plans in order to support consistency and inclusion.
- Orbis education and Care are committed to a culture that increases desired behaviour by recognizing achievement. For positive reinforcement, we think of it as adding something positive in order to increase the desired response. For negative reinforcement, we think of it as taking something negative away in order to increase a desired response.

## 5.2 Reinforcers may include:

- Verbal praise and recognizing achievements in all aspects of the young person's life.
- In school
- Individual rewards- pupils have working towards cards to show them their immediate reward for completing tasks.
  - Pupil of the week – awarded on a Friday in assembly – agreed by all staff for the pupil who has achieved their best in the previous week.
- In the home
- In the home, reward and recognition charts – young people have individual reward systems where they can build their tokens towards a larger reward or activity – such as a visit to a preferred venue.
  - Stickers, Certificates, Prizes etc...everyday recognition and rewards for participation and appropriate behaviour.
  - Letters to Parents – all staff communicate at least weekly with parents, sending photographs and evidence of achievements during the week.

## 5.3 Sanctions

Sanctions are avoided at Orbis Education and Care Wales as they do not aid staff in changing pupil behaviour. We believe that reinforcing positive behaviour is a far more useful intervention and one which has more relevance to our young people. We would record sanctions for serious disciplinary offences if ever used.. Any sanctions used are recorded in the sanction log which is held by the Head of Education.

## 6. Role of Head of education:

- Ensure staff receive appropriate training, support and guidance.
- Ensure regular supervision
- Maintain a safe environment.

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- Provide staff with time to recover, reflect and repair
- Ensure that all the personal plans are person centered, accurate and up to date
- Ensure risk assessments are person centered, accurate and up to date
- Ensure all staff have undertaken, safeguarding training and have information available regarding the UN convention on the rights of the child, Children and young people: right to action.

## 7. Reporting of incidents

7.1 Where there has been an incident of behaviour that challenges, the staff member concerned must complete an incident report. Where there is a number of staff present, those immediately involved should take responsibility for completing the form. Points to remember when completing the form:

- Staff must stick to the facts.
- Detail events in order.
- Avoid expressing an opinion.
- Write in a clear concise manner.
- Remember to sign and date the sheet.

7.2 For a serious incident then there may be a need to be an urgent review meeting convened within 24hrs or as soon as possible if it is the weekend or bank holiday. In some circumstances an incident may result in the need to report under safeguarding and require regulatory notification. This will be facilitated by the relevant manager.

## 8. Personal Plans

In order to provide a consistent approach, all staff working with a young person with challenging behaviour must be informed of their positive behaviour support plan. **Personal plans will contain the following components:**

1. All stakeholders will be invited to participate in the development of PBS plans
2. Pen portrait – a positive description of the young person identifying skills, learning opportunities, likes and dislikes
3. Behaviour Summary Statements – statements that include a description of the behaviour, triggers or antecedents for the behaviour, maintaining consequences, and the purpose of the problem behaviour.
4. Specific health needs – which describe how to support the young person to maintain good health and wellbeing also identifying any contraindications for physical interventions.
5. Primary Prevention Strategies – Strategies that may be used to reduce the likelihood that the young person will have problem behaviour. These may include environmental arrangements, personal support, changes in activities; new ways to prompt the young person, changes in expectations, skills teaching that will replace the problem behaviour. Guidance on how to respond to problem behaviours in ways that will not maintain the behaviour. In addition, this part of the plan may include positive reinforcement strategies for promoting the young person's use of new skills or appropriate behaviour.
6. Secondary prevention strategies – which include recognizing and responding to early indicators that the young person may be moving away from baseline, de-escalation techniques.

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7. Reactive strategies – which provide a safe, coordinated, consistent response to managing crisis situations.
8. Monitoring – to ensure that the plan remains effective
9. Evaluation – to ensure the plan is up dated

## 9. Confiscation of inappropriate items

The following criteria should be applied when confiscating items from a pupil in school. An item should only be confiscated if:

- It poses a threat to others, for example a laser pen is being used to distract or harm others.
- It poses a risk to the young person or others.
- Mobile phones are allowed on the journey to and from school and will be collected for safe keeping on arrival at school and stored in an agreed suitable place
- At no time are mobile phones allowed to be used in lessons
- Mobile phones are the responsibility of young people. Orbis accept no responsibility for the transfer and swapping of these items between young people.
- Confiscated items must be kept safely and returned at the end of the day, parents/carers should be contacted.
- See Search Policy for further information.

## 10. Fundamental British Values

The importance of rules, whether they be those that govern the class, the school, or the country, are consistently reinforced regularly throughout the school day, as well as when dealing with incidents and through school assemblies. Pupils are taught the values and reasons behind rules, that they govern and protect us, the responsibility that this involves and the consequences of what can happen if rules aren't followed. Our behaviour policy and teaching provision allows our pupils to have the right to a voice following a physical intervention.


## 11. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to Age, Disability Gender reassignment, Marriage and Civil partnership, Pregnancy and Maternity, Race, Religion or belief, Sex and Sexual Orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Manager for the service.

Orbis will then actively respond to the enquiry.

This policy is owned by: Quality Department

Date: 24/02/2021

Signed:  Company Confidential

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Policy Name:	Orbis Schools Wales- Behaviour Policy
Issue Date:	
Name of Service	

The people listed below have read and understood the policy named above and are aware of the responsibilities they have in relation to the policy requirements.

Name	Signature	Date

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