

## Behaviour Policy

### 1. Purpose:

Behaviours that challenge are more likely in people who have autism, communication difficulties, sensory impairments, sensory processing difficulties and mental health needs (NICE guidelines, 2015). This means that there is a significant likelihood that most of our learners will display some form of behaviour that challenges at some point during a typical school /college day, week, month or year.

This policy seeks to provide staff and other key stakeholders with clear guidelines as to how behaviour is understood and how behaviour that challenges is managed at Treehouse School/ Ambitious College. A shared understanding and a consistent approach amongst all staff is essential to upholding our values and providing the best possible support for our pupils/learners. The attitudes, perceptions and values of the staff working with our learners will have a significant effect on the incidence of behaviours that challenge and the effectiveness of how they are managed.

Our Ambitious Approach underpins all our thinking and practice. It is an approach to education created by Ambitious about Autism to support children and young people with autism. It has been developed to provide high-quality education whilst affording dignity, respect, and compassion, in all aspects of our provision, including the consideration of mental health and wellbeing. The Ambitious Approach is based upon a person's indisputable rights to be:

- treated with dignity and compassion
- valued
- listened to
- supported to have the best quality of life possible
- empowered to make choices and decide on how they want to live their life.

This policy should be read in conjunction with the following policies:

- Physical Intervention policy
- Serious Incident Reporting policy
- Anti -bullying policy
- Adult at Risk Safeguarding policy
- Child Protection policy and procedure
- Risk Assessment policy
- Exclusion policy
- Debriefing policy
- Whistleblowing policy

### 2. Scope:

Whilst all staff have a responsibility to meet need and understand behaviours that challenge, there are senior leaders in each of our settings who have a specific remit in this area. They are:

- Tracey Capstick, Headteacher Treehouse School
- Sean Egan, Assistant Head- Pupil Wellbeing and DSL Treehouse School
- Linda Looney, Principal Ambitious College
- Jacqui Steel, Assistant Principal, Personal Behaviour Development and Welfare and DSL, Ambitious College

### 3. What is meant by 'behaviour that challenges'?:

Within Treehouse School/ Ambitious College, behaviours that are classified 'behaviours that challenge' typically fall within the following categories:

- Self-harm (e.g. head banging, biting)
- Harm to others (e.g. hitting, pushing, punching, scratching, biting, throwing)
- Damage to property (e.g. smashing equipment, ripping displays, forceful opening of doors)
- Vocalisation (e.g. swearing, screaming, shouting)
- Sexualised behaviour (e.g. masturbation or inappropriate touching)
- Pica (e.g. eating non-edible items)

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These behaviours are considered to be 'challenging' when they are of an intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the young person or those around them.

#### **4. Causes of behaviours that challenge:**

Behaviours that challenge can often be perceived as a 'problem' to be treated or stopped. This is not the case at Treehouse School/ Ambitious College. The behaviours that challenge that we encounter in our settings are nearly always a response to adverse environmental circumstances and serve a function.

Challenging behaviour is not likely to occur when a young person:

- understands what is happening and is understood by those around them;
- is doing things that they have chosen to do or with people that they have chosen to be with;
- is healthy and not in pain or discomfort;
- is with others with whom they have positive relationships;
- feels comfortable and safe in the environment; and
- is meaningfully occupied.

Therefore, when behaviours that challenge arise, young people are not to be blamed or punished for their behaviour, instead, we must consider:

- how the behaviour is serving a function for the individual; and
- what the behaviour is communicating.

We do this through utilising Positive Behaviour Support (PBS).

It is important to note that we only seek to address the development of behaviours that support quality of life and we do not teach behaviours for the purpose of 'normalising'. For example, self-stimulatory behaviour ('stimming') would not become a focus of intervention unless this severely impacted on quality of life for an individual.

#### **5. Positive Behaviour Support:**

PBS is an intervention framework for supporting people with behaviours that challenge. The framework enables support to be offered that focusses on:

- enhancing the quality of life for the individual and others involved in their life;
- developing an understanding of the behaviour based on an assessment of their social and physical environment;
- the full inclusion and involvement of the individual being supported, their family members and/or their advocate; and
- developing, implementing and evaluating the effectiveness of a personalised system of support.

PBS involves provision of a tiered system of support to facilitate a focus on prevention as well as response. The level of provision a learner accesses is determined by the behaviour analysts in conjunction with the Transdisciplinary Team (TDT).

#### **6. Tier 1/ Universal Support:**

Most of our time and energy needs to go into preventing behaviours that challenge from happening through a universal level of support. This involves putting into place a range of proactive curriculum and environmental supports that are known to assist learners in staying regulated (e.g. low arousal classroom environments, augmentative communication, minimal noise, structured teaching, visual supports, predictable routines meaningful tasks with appropriate level of challenge). This also involves being aware of things that can cause a young person to become dysregulated and could act as a trigger for behaviour that challenges. In addition, we need to ensure that the curriculum that learners access covers the core/basic skills needed to prevent behaviours that challenge.

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If/when Tier 1 intervention provides insufficient support, more targeted (tier 2) or specialist (tier 3) intervention should be provided. In such instances, assessment and support strategies should be person-centred and grounded directly in information/ data that has been gathered about the person and their environment. This process, known as a 'functional assessment', begins with a systematic review of when, where, how and why a young person displays behaviours that challenge.

### **7. Tier 2/ Targeted Support:**

Tier 2 support is provided to reduce the frequency and intensity of behaviours that challenge by providing focused, intensive, group-orientated intervention in situations where the behaviours that challenge occur. This usually involves a process of systematic data collection to enable the effective intervention programmes to be developed and reviewed.

### **8. Tier 3/ Specialist Support:**

Tier 3 support is provided when the behaviours that challenge are unlikely to be addressed at the first two tiers. Tier 3 involves provision of highly individualised behaviour support plans and includes specific protocols for responding to behaviours that challenge. Tier 3 provision will often warrant large environmental adaptations such as a 2:1 staffing support or the requirement of a quiet space when in crisis.

It is important to note that the tiering system is not static, and the levels of provision needed will fluctuate. Half termly reviews of tiering support are undertaken by the behaviour analyst team in each setting.

### **9. Behaviour Support Plans:**

All learners at Treehouse school and Ambitious College have an individualised behaviour support plan. Those who access Tier 1 provision will have a simple support plan, detailing small environmental adaptations and preferred interaction style. In contrast, the behaviour support plans for those who access Tier 3 usually include a breakdown of each behaviour that challenges alongside detailed and specific information about how to respond.

Behaviour support plans are written following data collection, observation/ interviews, and functional assessment of behaviours that challenge. Behaviour analysts ensure that information is gathered from and with primary care givers and other professionals. Behaviour support plans must also complement other learning support plans (such as communication passports), to ensure a consistent approach.

Behaviour support plans define the behaviour that challenges and highlight what the causes/triggers are believed to be. Proactive intervention strategies are laid out alongside the skills that should be taught to enable non harmful behaviour and behaviour that will support quality of life. The plans also include strategies for managing/reacting to the behaviour that challenges when it occurs. The list of strategies to prevent the behaviour from occurring should always outweigh the strategies for reacting to the it.

All behaviour plans are reviewed "as and when" needed, but at least 6 monthly. The responsibility for the creation and review of behaviour support plans sits with the behaviour analysts. All behaviour support plans are immediately reviewed following a risk assessment of a previously unknown or documented challenging behaviour or following any incident that caused or had the potential to cause injury or distress.

### **10. Training and supporting staff:**

All staff that join Treehouse School/ Ambitious College follow a structured induction programme, focused on The Ambitious Approach. This includes a competency framework that provides a basis for development, evaluation and feedback.

All staff receive regular training and support to ensure that they have the skills, knowledge and understanding to work effectively with all pupils and learners. Staff engage in a three-step process before working "one-to-one" with learners. Firstly, training with specific learners and their individualised support plans takes place through a day of shadowing with another team member. The second training opportunity allows for new staff to start to build a rapport with the young person that are supporting,

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alongside a fully trained and competent team member, taking a lead with the full support of a second staff member. The final stage of training allows the new staff member to take the lead for a full day with the support of an experienced staff member on hand but taking a step back. Staff are also regularly supervised and supported by their line managers and, where appropriate, through clinical supervision meetings.

Regular inset days and weekly twilight trainings should be used to ensure that staff members remain up to date and fully supported to engage in best practice.

**11. Challenges with meeting needs:**

This policy highlights how failing to meet the physical and psychological needs of young people with autism and learning difficulties can result in behaviours that challenge. If we are unable to understand or meet these needs within the School/College environment and are not able to address behaviours that challenge as a result, and where this results in being unable to keep a young person or those around them safe, we will involve external agencies around that young person, usually this means holding a multi-disciplinary team (MDT) meeting. The purpose of an MDT meeting is to ensure that all stake holders are aware of the circumstance(s) leading to the meeting being held and to fully explore every avenue of

support that can be provided for the young person. In rare cases, we might recommend alternative provision is sought where the young person's needs can be met. Decisions such as these are reached following Tier 3 intervention delivered over time and in collaboration with staff, parents/carers and, where possible, the young person. Decisions made about the setting's ability to meet an individual's needs will ultimately be decided at an annual review or interim review where decisions about alternative provision can also be explored. This differs to decisions made to permanently exclude a young person as outlined in our exclusion policy.

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### **COVID- 19 Addendum**

This policy emphasises the importance of meeting physical and emotional needs and understanding the needs of children and young people as part of promoting positive behaviour and preventing behaviours that challenge.

The COVID pandemic has led to many disruptions to the lives of the children and young people in our settings. This is not only in relation to disruption, at times, to their access to onsite education but also to activities and people (within families, communicates and education settings) who understand and positively contribute to their needs being met. As a result, we are managing unprecedented levels of need from a significant number of learners in our settings.

As described throughout this policy, we take an individualised approach to meeting needs to address the underlying causes of the behaviours that challenge. Throughout the COVID pandemic we will continue to prioritise reducing stress and meeting emotional and physical needs. Where the pandemic has impacted on families, we will also provide support via our Learner and Family Support Team.

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