

The Mount Camphill Community

Behaviour Support Policy

POLICY DETAILS	
Reference number	
Person responsible	Sabine Hope
Superseded documents	
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Associated documents/policies	Safeguarding Policy Equality and Diversity Policy Mental Capacity Act Policy Policy for Supporting Students with Challenging Behaviour Anti Bullying Policy Anti-Radicalisation Policy

IMPACT ASSESSMENT		
Name	Comments	Date
Sabine Hope		

FACULTY/GROUP APPROVAL		
Faculty/Group	Approved by (Chair)	Date
Home Faculty	Mascha Vermazen	
Safeguarding Coordinator	Valentina Monguzzi	
Coordinator for Education	Sara Garland	
Coordinator for care and support	Sabine Hope	

AUTHORISATION	
Approved by (Chair of trustees)	Date
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Purpose

This is one of 3 policies relating to behaviour support. The other policies (Challenging Behaviour and Bullying) are concerned with positive approaches in supporting behaviour which has – or has the potential – to have a significant effect on the well-being of the student and/or others in the Community. The current policy is concerned with behaviour which falls short of the more serious situations covered by the other policies. It includes expectations for good student behaviour such as: the way in which students move around the college; how students speak and interact with each other, co-workers, tutors, staff and visitors; and students' attitudes towards their learning, including engagement, lateness and attendance. This policy also covers situations where a process leading to possible exclusion may need to be invoked. This may be necessary if none of the approaches to positive behaviour support, challenging behaviour support or working with external professionals have any effect and students or co-workers involved are so significantly negatively affected or harmed by the behaviour of a student that their own well-being is threatened.

Context

- Behaviour and discipline in schools - Advice for headteachers and school staff' (Jan 2016)¹
- Unannounced behaviour inspections: guidance for inspectors (Aug 2015) ²
- Mental health and behaviour in schools Departmental advice for school staff – Mar 2016³
- Departmental advice for school staff' (June 2014 updated Mar 2016) ⁴
- The Department of Health's 'Positive and Proactive Care: reducing the need for restrictive interventions' (April 2014) ⁵
- "Physical Interventions: A Policy Framework" from the British Institute of Learning Disabilities (Pub Apr 2008)
- "BILD Code of Practice for the use of Physical Interventions" BILD ((Fourth Edition Jun 2014)

Principles

At The Mount Camphill Community we work with positive approaches to support students' behaviour. The focus is to encourage good behaviour from students, enabling co-workers and tutors to prevent the negative behaviours in a way that helps students grow into positive behaviours rather than needing to use the negative ones.

Appropriate co-worker and tutor role modelling, positive attention and reward through positive consequences including praise, motivators and, on occasion, formal reward systems for positive behaviours are used when appropriate. However, we acknowledge that difficult situations can arise and we aim to empower co-workers and tutors to support students constructively and positively when they occur.

Due to the fact that behaviour serves to meet a genuine need, albeit in a manner where a student behaves inappropriately, we do not apply sanctions as we do not deem them helpful nor ethically sound. However, our belief that students should be encouraged to learn good behaviour and positive self-management means that, where relevant, the student may be supported to learn that there are consequences, in particular natural consequences (for example fixing something that has been broken), to certain behaviours. These consequences can be harnessed to provide a learning opportunity taking account of a student's age, stage of development and the particular emotional, mental or physical disabilities they display.

In the case that the above mentioned positive support strategies and working with natural consequences have been applied extensively and have not helped a student to improve behaviour to the degree that the behaviour continues to have a significantly negative effect on the well-being of others the procedure for possible exclusion will be followed as a last resort.

Roles and responsibilities

Tutors and House Coordinators

Tutors and House Coordinators work with students closely and are responsible for applying and documenting strategies that support students positively.

Tutors and House Coordinators have a responsibility to initiate and maintain appropriate communication and support between themselves and short term co-workers relating to behaviour strategies for particular students. They have the responsibility to share, document and report any behaviours of concern to the safeguarding group. It is the responsibility of the House Coordinator and Tutor to familiarise themselves with any relevant policy documentation in order to support positive behaviour such as the support plan, risk assessments or behaviour plan.

Safeguarding Coordinator (Designated Safeguarding Lead)

Insofar as the Safeguarding Coordinator is in receipt of all incident reports, s/he will make the decision as to which (if any) of the 3 behaviour support policies to invoke.

The Safeguarding Coordinator is closely involved with any exclusion process

Coordinators

The Coordinators have overall responsibility to ensure that this policy is implemented and reviewed and that related procedures are followed by all co-workers and tutors. Coordinators will also follow up contact with families and professionals where necessary for example if there are concerns or to arrange multidisciplinary meetings.

The Coordinator Group oversees any exclusion process and liaises with external stakeholders

Procedures

In developing our behaviour support strategies for students, we acknowledge that it is the behaviours that challenge us to support our students and encourage co-workers and tutors to accept that we have a responsibility in so doing without judgement of our students due to any particular behaviour.

It is important that strategies for behaviour support are communicated between all colleagues who come into contact with the student: Tutors, House coordinators and Co-workers. Tutors and House coordinators have a responsibility to initiate and maintain appropriate communication between themselves and Co-workers. Forums for the discussion of strategies for behaviour support are the house meetings, home faculty, coordinators group meetings, education faculty, youth guidance and therapy meetings.

Documentation used to share strategies for positive behaviour support are the individual support plan, risk assessments and behaviour plans.

Wherever appropriate the student must be involved and, as far as possible, be made aware of the strategies being implemented to support them.

The periodic Outcomes Star Reading meetings present a significant opportunity to initiate or review strategies for behaviour support.

Furthermore, the in house PBM (positive behaviour management) trainers are always available to support the development of strategies within the college and will complete behaviour plans if and when appropriate.

Strategies should be recorded by Tutors as Learning Outcomes and by House Coordinators in the Outcomes Star Support Plan, as well as in risk assessments and behaviour plan if and when appropriate.

Some strategies and interventions used include:

- Teaching and developing skills for the student
- Specific teaching approaches e.g. intensive interaction
- Enabling choice
- Ensuring a conducive environment (with awareness for the level of sensory stimulation)
- Stimulating and meaningful activities
- Empathy, respect and active listening
- Positive attention
- Praise for positive behaviours and 'planned ignoring' of undesired ones
- Good role modelling
- Enhanced support to communicate
- Student-centred communication methods e.g. visual cues
- Reward systems to encourage good behaviour when necessary
- Redirection
- Humour
- A range of verbal and non-verbal techniques (total communication/speech & language therapy support)
- Involving external professionals as appropriate such as a psychiatrist, OT, behaviour specialist.

Exclusion procedure

Where a student's welfare and safety, or the welfare and safety of others is jeopardised to an unacceptable level, the student may be temporarily suspended, pending a decision by the Mount Safeguarding Group and Coordinators group.

The family/ guardians, with the involvement of the student, will be contacted immediately. The Local Authority (LA) will also be informed immediately.

The family, student and LA will be fully involved at all stages of the process of finding the best outcomes for the student concerned and others who may be at risk, whilst having to consider a permanent exclusion as a last resort.

The Safeguarding Group and the Coordinators Group together will review the incident or incidents that lead to the unacceptable situation and will decide whether all options of support for the student within the college have been exhausted.

If it is the case that all possible options of support have been fully implemented and there are no further strategies that can be offered that will guarantee the well-being and safety of the

student and other students as well as staff, then an exclusion will be agreed on by at least two people from Safeguarding group, the house coordinator and the Coordinators group.

This outcome will be shared with the student, family and LA as soon as possible, in writing, and an opportunity provided for a meeting to discuss the decision.

On the basis of the individual situation it will be considered whether the exclusion is temporary and the student's needs can be met in a beneficial way whilst safeguarding all involved or whether the exclusion needs to be permanent

Training

Support for developing procedures and good practice within the scope of this policy will be through periodic workshop sessions involving tutors and House Coordinators.

All House Coordinators, Co workers and Tutors take part in annual Positive Behaviour Support training.

1

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

2

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/457213/Unannounced_behaviour_inspections.pdf (sections 216 to 219)

3

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/462652/School_inspection_handbook-section_8.pdf

4

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

5

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300293/JRA_DoH_Guidance_on_RP_web_accessible.pdf