



# Positive Behaviour Policy 2022 - 2023

This policy is reviewed annually by the Trustees.

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Date of issue	July 2022
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Date of Next Review	July 2024
Staff Lead	Principal
Approved by	Trustees

## **History of revisions**

### **Version 1**

Tom Sadler, July 2022

- Original policy

Jonny Unwin, July 2023

- Additions in relation to appropriate training for staff
- Update to section around Rewards/Consequences



## **Introduction**

Future Horizons Leeds believe that behaviour is a form of communication. Due to their barriers to communication, sometimes learners' behaviour can be challenging to others, or at times, not appropriate for the context or setting. It is the duty of all staff to maintain high levels of care and support for learners at all times, and to help them overcome these barriers. All learners and staff are entitled to learn and work in a safe, secure and relaxed environment without fear of the actions of others.

### **At Future Horizons Leeds we believe that:**

- Behaviour is a means of communication – we must ensure that all learners are supported to communicate their needs safely and appropriately
- With the right support and intervention, young people can learn to self-regulate and manage their own emotions
- Mistakes are part of the learning process and we recognize that all of our young people are at different stages of the developmental process
- All of our learners have learning difficulties which may impact on how they learn to behave
- All adults can learn strategies to support young people to improve their behaviour. A consistent and positive approach to supporting behaviour is essential.

### **We believe that we can support the young people in our provision through:**

- The quality of our relationships with them and each other
- The quality of our provision
- A well-informed understanding of their needs
- The scaffolding we put in place to help them learn
- Observation, evidence gathering and analysis so that our interventions are well informed and planned
- Working in close partnership with parents and carers
- Investing time to allow young people to practice and make mistakes without fear of harsh sanctions

## **2. Purpose**

**We believe all learners have the right to:**

- 1. Be safe**



## **2. Be heard**

## **3. Learn**

This policy intends:

- To prevent injury or damage to learners/young people
- To prevent injury or damage to staff
- To provide guidance for staff, parents, Trustees and other stakeholders on how we keep learners safe.
- To provide a framework for our collective beliefs around human behaviour
- To provide an inclusive model for our understanding of behavioural needs
- To underpin our beliefs with evidence-based practice and current research

## **3. Definitions**

### **Behaviour**

The way in which someone acts or conducts themselves, especially towards others.

### **Challenging behaviour**

Conduct or actions that are demanding, provocative, testing and not recognised as the norm that may cause harm, injury or distress.

### **Sanctions**

Actions which involve a penalty or removal of a privilege, aimed at encouraging more acceptable behaviour.

### **Reparations**

Actions that repair damage or ease distress caused by challenging behaviour.

### **Physical Restraint**

The positive application of sufficient force to ensure, by physical means alone, that a young person does no injury to themselves, others or property.

## **4. Roles and Responsibilities**

The consistent approach to behaviour is the shared responsibility of all staff working with learners. Staff work together to ensure they understand the individual needs of each learner and the outcomes they would like to achieve.

## **5. Procedures**

Procedures are based on our beliefs about behaviour.

### **5.1 Regulation and Communication:**



- How young people behave gives us important information about how they are feeling
- Supporting young people to communicate is an essential part of helping them to manage their emotions
- Young people with profound and complex needs will need a personalised approach to behaviour support and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement. This will take the form of communication profiles, and risk assessments where applicable.

## **5.2 Young people can learn to self-regulate:**

- Our young people find learning difficult. Learning new behaviour is a task, just like learning to read or write
- As the staff who support our learners, we must consider the learning styles and needs of young people and we must have realistic expectations about the speed of progress they will have when learning to adapt or develop new behaviours
- Our young people learn in small, incremental steps over long periods of time.

## **5.3 Mistakes are part of the learning process:**

- Mistakes are not judged but we support our learners and young people to get things right.

## **5.4 All supporting staff can and should learn strategies to support young people to improve their behaviour**

- Most staff have evolved ways of responding to young people's behaviour based on a combination of personal and professional experiences, training and experiential learning.
- Within Future Horizons Leeds, we encourage all staff to reflect on what may be the underlying issues which drive or trigger behaviour in young people and to think about ways of responding to challenging behaviour in a positive, non-judgmental and supportive way.
- The Pastoral Team have adopted a consistent approach to working with learners who may present with challenging behaviour. The Team Teach approach is used across all sites.
- All staff are trained to an appropriate level for their role.
- We recognise that managing challenging behaviour can be very difficult, particularly if a young person is targeting themselves or others in an aggressive way. At Future Horizons, we support staff to develop their own emotional resilience through professional and peer support.
- All staff must be committed to developing their practice, reflecting on their own behaviour and sharing their skills and experiences.

## **5.5 Staff can support learners through:**

- The quality of our relationships with each other by fostering close teamwork, creating a positive and supportive environment for learners and staff.
- The quality of our relationships with our learners. It is essential we build strong, positive relationships with our learners. To succeed with this, we need to:



1. Actively build trust and rapport – we earn the trust of young people
2. Have high expectations for all young people. When we demonstrate our belief in them it supports them to succeed
3. Treat learners with dignity and respect at all times, e.g. by thanking them, communicating clearly and positively at all times at an appropriate level and listening to them with respect. We do not talk about them over their heads and confidentiality is always maintained
4. We should try to reflect on what lies behind the behaviour and why the young person is behaving in this way. There is often a reason and a trigger, which needs to be identified
5. Act consistently and see things through. If there are consequences to behaviours, whether positive or not, they must happen
6. Always keep our word. If a commitment to a young person cannot be honoured, we must communicate clearly and honestly about why this has happened
7. Apologise if we make a mistake. This is an excellent model for the young person and will build trust and respect
8. Identify the strengths of the learner. These should be identified with them and built upon
9. Quietly, firmly and consistently set and hold appropriate boundaries for all young people.
10. Be non-judgmental about the life experiences and backgrounds of young people but use the knowledge sensitively to inform planning and intervention.
11. Manage our own emotional reactions to the behaviour of our learners, and act positively at all times. If we are finding this difficult then support should be sought.
12. Actively seek support from wider professional groups as soon as needed – e.g. Pastoral Team, Community Learning Disability Team, Speech and Language Therapy etc.

## 5.6 The quality of provision:

If we can accurately identify each young person's needs and meet them, it is likely that challenging behaviour will decrease or stop. To do this we need to:

1. Complete an accurate and thorough assessment of needs
2. Draw up a comprehensive plan to meet needs, which will be specific and personal to them, looking at equipment, sensory needs, staffing levels etc
3. Support young people to be resilient and have good levels of self-esteem so that they believe they can succeed
4. Provide frequent and positive reinforcement when things are going well and minimal feedback for low-level difficulties or disruptions
5. Focus on what we want the young person to do, not what we do not want them to do
6. Praise young people for specific achievements so that they are clear what they have done well and when
7. Find positive motivators for all learners
8. Deliver personalised learning programmes to match each young person's stage of development
9. Where possible, include the young person in target setting, planning and evaluation of outcomes using language and methods appropriate to them
10. Be clear about progress and what needs to be done to achieve further progress



## **5.8 The things we do to support our learners to manage their own emotions successfully are key to a positive ethos and environment.**

- Rules support positive behaviour and should be:
  1. Few in number
  2. Agreed with young people as far as possible
  3. Communicated in an appropriate way e.g. through visual cues, sign, symbol etc.
  4. Positive – things we are going to do
  5. Regularly referred to by everyone
  6. Appropriate to the setting, activity and developmental level of the young people involved
  
- Routines also support young people. They should be:
  1. Explicitly taught in all situations
  2. Consistent
  
- The language we use is part of helping young people to take responsibility for their behaviour. It can help them to choose the right thing to do and, if appropriate, explain the consequences of their actions. Descriptive praise gives positive feedback, increases self-esteem and supports behaviour for learning.
  1. Language is always linked to action and consequences are always linked to choices
  2. Descriptive praise is used when young people are seen to make a good choice. Staff must be vigilant and never miss an opportunity for this to happen
  3. Positive and consistent communication will increase young people's sense of responsibility and remove the struggle for power

## **5.9 Rewards and Consequences:**

Rewards may be used as a means of encouraging learners to engage in more appropriate behaviours

- The reward needs to be something that increases the frequency of the behaviour we are trying to encourage
- Different students find different things rewarding. What an adult considers to be a reward may not be what the student perceives to be a reward
- It is important to find out what is rewarding to the student through observation and by trying things out
- Rewards need to be immediate
- Rewards must be possible
- Rewards earned should not be removed as a sanction

There are times when behaviours will have consequences. These consequences may be naturally occurring, they should be linked to the behaviour and should always be delivered with support. They should not be punitive or designed to make the young person feel shame, embarrassment or have a negative impact on their well-being.



## Reparations

We believe that young people should be given the opportunity to repair relationships following a behavioural incident and that they want to do this. This is done using a restorative approach.

Where appropriate, we support young people to take responsibility for what they have done and repair it with other people affected.

We cannot make assumptions about what young people are feeling. Unresolved difficulties can make them very anxious and lead to further behavioural or habitual behavioural problems.

### 5.10 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include: Homophobic Bullying, Racist Bullying, Trans Bullying, On-line bullying, Peer on peer bullying, Gender bullying, SEND bullying et cetra.

Details of our college's approach to preventing and addressing bullying are set out in our anti-bullying policy.

### 5.11 Sexual harassment and violence

We believe that every learner at our college has a right to feel safe, respected and included. We will not tolerate verbal abuse, which includes name-calling and sexist comments. Addressing inappropriate comments as they arise can be particularly important in preventing problematic behaviour from occurring in the future. **For that reason, Future Horizons operates a zero-tolerance approach to sexual harassment and sexual violence.**

Sexual harassment and violence is never acceptable and will not be tolerated at any level. However, our response, in line with our approach to dealing with challenging behaviour, will be proportionate, supportive and dealt with on a case by case basis, with the Senior Leadership Team making a final decision on any response.

All members of the college's wider community have a duty to tackle the issue and we make this clear to all external providers and employers as part of our safeguarding debrief. We will inform and involve families/carers of any incidents in order to ensure the severity and impact of these behaviours is understood and addressed.



Our curriculum, particularly our PSHE and Me and My World Curriculum areas, cover this and ensure that all learners have shared understanding of respectful behaviour to one another.

## **5.12 Young people with exceptional behavioural needs:**

Most learners who attend Future Horizons will respond positively when staff work within the guidelines detailed above. However, some of our young people present with significant levels of challenging behaviour, which are deeply embedded and require additional support.

This is done by:

1. Ensuring that the general principles within this policy are always adhered to.
2. Putting in place additional scaffolding and support, which is tailored to the specific needs of each young person.
3. Drafting a comprehensive Positive Behaviour Support Plan to ensure that all support and strategies are clearly documented, and staff know how to manage each situation as it arises. This plan should be drawn up with input from key stakeholders and, when appropriate, will involve learners for their own input.
4. Risk assessments should also be completed when there is reason to believe people's health and safety is at risk. This document should complement the behaviour plan.
5. Putting in place additional staff training where needed.
6. Prompt involvement of external agencies such as Community Learning Disability Team (CLDT) and Behaviour Specialist teams, mental health practitioners, and psychology and psychiatry teams.
7. Involving medical services to ensure that there is no underlying illness or unresolved pain. Some young people may require very specific and detailed planning. This could include a shortened college day, off-site education, additional one-to-one support, or a period of home-based learning. When such significant adaptations are required these will be planned jointly with all agencies including parents and families, Local Authorities and external support teams.

## **5.13 Physical Intervention and Restraint:**

All staff working with young people who present with significantly challenging behaviour will be trained at the appropriate level.

***Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe"***

**George Matthews - Founder**





Team Teach teaches very specific methods of physical intervention, which minimise the amount of contact and the risk of harm to the learner intervening adults. The following rules apply:

1. Physical intervention and restraint should rarely be used and only after all other interventions have been exhausted. It must only be used by staff who have had the recognised level of Team Teach training and where this is up to date. Refresher training is mandatory.
2. It should only be used if the young person is putting themselves or others in danger and where failure to intervene would result in harm and constitute neglect.
3. Any physical intervention should be as a last resort and should be proportionate, reasonable and necessary.
4. If used it must be logged and families and/or carers informed before the young person arrives home from college.
5. An individual plan/risk assessment must be in place or, in the event of physical intervention needing to be used for the first time, written within the next two days.
6. Plans must be regularly reviewed, updated and shared with all who need to know. They must be dated, and previous versions removed from circulation.
7. Following serious incidents, staff must undertake a Crisis Debrief with a member of the Senior Leadership Team present on the incident once it is over to determine if anything could have been done to manage it differently and to plan to reduce likelihood of a repeat occurrence.

## **5.14 Deprivation of Liberty (DoLs):**

Within college young people must never be:

1. Locked in a room alone without support or supervision.
2. Deprived of food or drink.
3. Denied access to a toilet.
4. Restrained using a harness where this has not been agreed by all involved, risk assessed and clearly documented.

## **5.15 Touch:**

- Corporal punishment is illegal and will never be used within college.
- Contingent touch may be used appropriately in the appropriate context e.g. a pat on the arm or shoulder for reassurance but staff must know how the young person is likely to react as some may misinterpret this.
- Young people with complex sensory needs may require more direct physical touch and contact e.g. squeezing or deep pressure. This will be documented in sensory profiles or support plans.



## 5.16 Fixed Term Exclusions:

Exclusions are not the most effective way to support young people with SEND. We will always try to adapt and personalise our provision in order to ensure that all can access education. In exceptional circumstances it may be necessary to exclude a learner for a fixed time, but this would always be considered very carefully. These circumstances may include:

1. Incidents where the safety of the learner or that of others is seriously compromised and the occurrence is frequent or increasing in frequency and intensity.
2. Incidents of knife crime or use of other weapons.
3. Incidents of a sexual nature or sexual violence.
4. Incidents of significant damage to property.

Decisions to exclude young people are made on an individual basis and will always be a reasonable, measured and considered response which will have an impact and be a learning opportunity for them.

Exclusions may be managed internally, and the young person may be removed from their usual learning area for a fixed period of time. If Future Horizons Leeds are not able to meet the needs of an individual young person, we will always work with families and local authorities to identify a suitable placement for a managed transition.

## 5.17 Reporting and Recording Incidents:

Any behavioural incident must be recorded on Databridge. This must include antecedents to the incident, the behaviour displayed by the young person, the intervention used and the learner's response to the intervention. Any injury to young person, staff or property must also be included. If a restrictive physical intervention was required, staff must be debriefed. SLT will then complete a record of all incidents to identify trends where necessary.

Training in recording and reporting incidents is part of the Team Teach approach.

## 5.18 Prohibited Items

- Alcohol, tobacco and vape products are not to be consumed in provision.
- Weapons
- Pornographic material
- Illegal Drugs
- Any other item deemed dangerous or inappropriate

## 6. Monitoring & Review

The Senior Leadership Team – in particular the Principal and the Pastoral Care Lead – will ensure that learner's behaviour is monitored through:



## Future Horizons Leads

- Pathway Lead records and debrief notes
- Data from databridge – including close monitoring of behaviour incidents, frequency and severity.
- Discussions with Pathway Leads, Lifelong Learning Assistants, parents/carers as appropriate
- SLT will ensure robust reporting to the Board of Trustees

Overall responsibility for the operation of the policy and procedure lies with the Principal. The effectiveness of the policy and procedure will be formally reviewed and monitored as a minimum on a 12 monthly basis, to ensure that it continues to meet the requirements of the organisation, the specific service areas and that it reflects best practice and statutory legislation as appropriate.



## **Appendix A: Stepped Approach to Positive Behavioural Development**

### **Step 1**

The environment is ordered, predictable and secure. Low stimulation classrooms, order and routine aim to minimise stress and anxiety and maximise engagement in learning opportunities. Positive Behaviour Plans/Risk Assessments capture and effectively share each young person's individual needs and consider how to achieve the high expectation of Step 3. We concentrate in the first part of the plan on celebrating the behaviour that we want to see and increasing its frequency.

### **Step 2**

Regular review of each young person's Positive Behaviour plan/Risk Assessment occurs if there is an increase in incidents. Staff work collaboratively to consider how to 'stretch' each young person towards ownership of their feelings and actions. This is achieved through multidisciplinary meetings involving key stakeholders.

### **Step 3**

Each young person has ownership of his or her behaviours and actions in a range of contexts. They accept personal responsibility and feel a sense of efficacy to seek support to affect change as necessary using a variety of learned strategies.

Future Horizons Leeds focuses all its work through our key values of Enable, Empower, Include.

We aim for our young people to be responsible as adults for their own behaviour.

# Future Horizons Leeds

