



# KISIMUL GROUP

## Operational and Education Policy and Procedure

### Behaviour Policy

#### Policy

Children/young people placed at Kisimul have severe and complex learning difficulties, compounded by challenging behaviour. It is essential for these children/young people to have a caring, consistent and supportive environment if they are to cope with or overcome their individual difficulties.

This policy is provided in conjunction with the Child Protection, Sanctions, Anti Bullying and Physical Restraint Policies in order to ensure that processes are in place to ensure that the well-being of learners and residents is paramount.

This policy references the DFE guidance Behaviour and discipline in schools – ‘Advice for head teachers and school staff’ Jan 2016, and the Education (Independent School Standards) Regulations 2014.

Young people are typically placed at Kisimul as a result of the impact of their challenging behaviour within education, home, or other residential settings. They will often be using their challenging behaviour as a primary means of communication. Over time, Kisimul endeavours to enable young people to communicate more effectively, and self-regulate their responses and increase their participation and engagement. In order to do this, behaviour must be viewed as a form of communication, and Kisimul staff are encouraged to look beyond the behaviour presented, and identify cues and triggers for behaviour, in order to provide a proactive approach to management and avoid escalation and incidents.

Kisimul recognises that within a school and shared residential context rules and boundaries need to be maintained and applied consistently. However, given the needs of the pupils and the placement context of SLD with associated challenging behaviour, or high functioning Autism with challenging behaviour, individualised expectations are in place for each pupil, commensurate with their level of understanding and their communicative functioning.

Kisimul does apply the following rights and responsibilities to all members of the Kisimul group.

Everyone has the right to be heard  
Everyone has the right to feel safe  
Everyone has the right to feel valued  
Everyone has the right to feel understood.

These broad principles provide a framework for the management of behaviour within the group.

Each child/young person should be treated as an individual and allowed his/her own space as appropriate. Through staff support and guidance the children/young people are enabled to own development activities and experiences. The physical environment should be tailored to the child/young person's needs and be appropriate to the age and ability of the child/young person. The buildings should be well maintained and decorated to a high standard. Staff in all settings act as role models for young people and are expected to provide respectful, tolerant and consistent responses to pupil behaviour.

It is essential to minimise frustration by using language/ communication systems that are appropriate to each child/young person's level of understanding and by setting tasks and activities at levels suitable for an individual's age and ability. The school provides predictable patterns of life and consistent boundaries, regularly reviewed based on the responses of the learners. Where young people require medication to support management of their behaviour, Kisimul will endeavour to reduce reliance on chemical intervention over time, by using the structure of the environment and the individualised approach to behaviour outlined in this policy as the primary interventions. This will always be done in consultation with external agencies such as CAMHS, and in liaison with parents/carers and professionals.

Kisimul Group operates a 'no blame' culture; we create learning opportunities. A positive approach is used where positive reinforcement strategies are followed by all staff. Our philosophy is encapsulated by: 'Giving the young people a chance. And when they mess it up.... with dignity give them another'. (Williams 2003). All staff are trained to manage challenging, aggressive behaviour in line with Timian Training and Development, or PRICE in Shropshire, which is accredited by BILD (British Institute of Learning Disabilities) and complies with the Department for Health guidelines for physical interventions. Use of reasonable force, (Advice for headteachers, staff and governing bodies) DFE July 2013 also gives a framework for guidance on appropriate intervention.

### **Positive Reinforcement**

'Challenging behaviour can be a very effective tool for a young person. It can provide instant gratification in the form of greater attention or immediate withdrawal of problem activities or situations' (Imray 2008). Punishment, or aversive approaches to behaviour management are not acceptable or lawful, and Kisimul uses a variety of reinforcers to embed positive behaviour patterns. Rewards for appropriate or more positive behaviour can be subtle (a smile, change of voice tone, thumbs up) or more tangible (additional time at favoured activity, stickers or token rewards, formal praise within assemblies or certification etc.) An outline of the range of rewards (and sanctions) in place at Kisimul is outlined in Appendix 1.

The abiding principle of the rewards offered should be 'an event which increases the frequency of the behaviour it follows' (Ainscow and Tweedle 1988), and Kisimul aims to develop an environment where positive behaviour patterns are more powerful than negative behaviours. The frequency and immediacy of these rewards and responses will be determined by the cognitive functioning of the individual.

Examples of possible reinforcements and rewards for each individual pupil are identified within the IPCP under proactive approaches, and also within the likes and dislikes section. The impact and effectiveness of these is monitored and evaluated through behavioural analysis, completed by the Psychology teams, which identifies positive behaviour patterns and identifies responses that maintain and encourage these as habitual.

Where particular patterns of concerning behaviour are noted, and typical responses do not have a positive effect, it may be necessary to convene a multi-disciplinary meeting (MDT) to discuss the issues. This would usually be requested by a member of the Education or Care leadership team, and endorsed by the Education Support Manager.

## **Procedures**

- The Kisimul Group's individual behaviour programmes are employed, where appropriate, to reduce or eliminate specific challenging behaviours. Each child/young person has an IPCP or placement plan. The IPCP contains a Behavioural Analysis outlining a child/young person's challenging behaviours with proactive and reactive plans for managing the behaviours. This is a 'live' document that is updated on a regular basis and discussed at each social services and Education review (see IPCP procedure).
- A low arousal approach means that triggers for challenging behaviours are avoided as far as possible. The Low Arousal Approach (SPACED) encapsulates the practice of giving SPACE to the children/young people, adopting a relaxed body Posture, avoiding Touch, remaining Calm, being aware of one's Eye contact and using Diversion.
- It is evident that from time to time some of the children/young people at Kisimul require physical reassurance and guidance from staff members, which constitutes good caring skills. This is on occasions when they may have minor incidents of self injurious behaviour, be frustrated, be anxious, etc. Ultimately it happens as a form of redirection and guidance to a more positive and potentially more socially acceptable type of behaviour.
- If any child/young person is displaying anxious or agitated behaviour they must be given the opportunity to move from the group/situation and be given time on their own. Staff should remove known triggers or sensory stimuli (e.g. noise, excessive movement) and attempt to give the young person space to regroup or to process the situation. They should also be given the opportunity to work with an alternative staff

member; i.e. staff member should consider a change of face in order to defuse the situation.

- All staff have a responsibility to ensure the young person is supported and supervised. This will require communication between team members and in most circumstances be directed by the senior person available within the situation. If this individual attention in itself does not calm the child/young person, the assigned member of staff must ask the child/young person (using an appropriate method of communication) if they would like time or space on their own. If the behaviour continues to escalate, then it may be necessary to decide to impose a time out without consent, although this should be communicated to the young person, and only implemented if other redirection strategies have been unsuccessful. Time out should never be used as a threat, but young people may need to know that there will be a consequence to their behaviour, and that staff are acting confidently and assertively in managing their behaviour where necessary. The member of staff with the child/young person must decide when it appears likely that he/she requires time on his/her own. When this occurs the child/young person should be accompanied by staff to soft rooms, the garden, or the playground.
- The child/young person should then be allowed a certain amount of freedom e.g. the staff can stand on the other side of the gate. Nevertheless, it is not appropriate or safe for an agitated child/young person to have time on their own without a member of staff supervising. It is important that young people are supervised vigilantly during time out, and regular reassurance given in an appropriate form of communication. The period of time out is not specified, as this will be dictated by the type of behaviour and the individual's own mechanisms for self-regulating their responses, but should be for the minimum period necessary to enable the young person to re-engage safely and positively with the rest of their peer group.
- Situations which are known to trigger challenging behaviour in individual children/young people must be avoided (unless this is counter-productive to their development). Sanctions should be outlined in an individual's behaviour modification programme. Sanctions must be in the interest of the child/young person while maintaining their dignity, i.e. not for the gratification of an angry member of staff, not for revenge and not to 'win'. Sanctions must not be oppressive, humiliate the child/young person or lead to a sense of rejection.
- Due to the range and diversity of need of the pupils placed within Kisimul, it would undermine the ethos of individualised approaches to present a comprehensive list of rewards and sanctions based on responses to a prescribed set of rules. While all staff strive to encourage pupils to adopt positive behaviour patterns, individual expectations for pupils mean that a differentiated approach to

behaviour is necessary. Examples of the range of rewards and sanctions used at Kisimul is outlined in Appendix 1.

- An example of this would be to generally say that spitting is not acceptable or tolerated at Kisimul schools. However there may be young people who spray spittle in order to fulfil a sensory need. Where this is the case, staff will work to replace this with a more appropriate behaviour by identifying the need for sensory feedback. Where a young person chooses to spit as a sign of aggression or disdain it may be more appropriate to apply a more directive sanction, although again the principle of minimal feedback will often be the best reinforcement to minimise repetition.
- Any sanction should be written up in the Sanctions book to facilitate inter-team communication and comply with the Quality Standards (Children's Homes Regulations 2015).
- All children/young people in line with the ethos of the organisation are encouraged to eat a healthy balanced diet. Children/young people are provided with three main meals and supplementary snacks throughout the day. Main meals are usually accompanied by a selection of desserts and children/young people are proactively supported to make reasonable attempts at their main meals. It is essential to develop positive eating patterns, and should a child or young person refuse their meal then it is not felt to be appropriate to offer a dessert as this might encourage pupils to eliminate foods from their diets in order to obtain the sweet option. It is paramount to promote positive behaviours in respect of food; children/young people will often have exerted control over their diets throughout long periods of their lives. We are aware that some children/young people may require additional time with their meals and this will be facilitated on an individual basis. In addition to the above, children/young people will be given an opportunity later to have an alternative snack, which will be offered within a reasonable period of time. Senior members of staff should always be made aware if a child or young person misses a meal and the necessary steps should be implemented to ensure that this does not develop further. All of the above is felt to be reflective of positive parenting and is not deemed to be a sanction, and therefore it should not be recorded or viewed in this way.
- Kisimul needs to be able to make effective decisions in caring for young people who have very controlling or intransigent behaviours. These may result in learners isolating themselves, or disengaging from learning or exhibiting self-injurious behaviour. In some circumstances, this will involve challenging young people and reinforcing boundaries. This may result in an interim period where there is an increase in incidents while behaviours are challenged. However, Kisimul will be supportive and reassuring during periods of anxiety, but does not, unless exceptional circumstances arise, allow young people to dictate ownership of shared items or dominate areas through using their aggressive or challenging behaviour. Where such patterns of behaviour

exist, Kisimul will inform external agencies and outline interventions in place, and the paramount focus will be ensuring the well-being and best interests of the young person, with a goal of embedding more positive and self-regulating patterns of behaviour.

## **Appendix 1:**

### **Outline of Exemplar responses to Challenging Behaviour**

This appendix is provided to outline typical responses available for staff to manage Challenging behaviour across settings. It is not an exhaustive list, but provided to outline guidance on the various levels of intervention that could be used to respond to challenging behaviour. The level of intervention used, and the effectiveness, will vary for each individual student, and the IPCP outlines the most suitable and evidenced strategies in place for each learner. This should be the main driver in informing practice and approach to managing the young people placed at the school.

Cruckton Hall has a behaviour support team who support staff across site to deal with challenging behaviour that the young people exhibit. The team also support staff across site to better support the educational needs of young people.

### **Responding to Positive Behaviour**

Using the principle of behavioural psychology where a reward is defined as an act likely to prompt repetition of the desired response (Imray 2008), motivators for young people placed within the school will be diverse and dependent on the learner's personal profile. Rewards and positive reinforcing responses are outlined in the IPCP. A sample of the range of generic possible responses is outlined here. Given the needs of the young people at Kisimul, these typically need to be immediate and linked to the desired behaviour presented.

Example Positive Behaviours	Possible Responses (not linked or hierarchical)
Appropriate social behaviour Acceptance of change Successful transitions Meeting personal targets Development of independence skills Engaging in a task/activity Tolerance of others behaviour Self-regulating behaviour Waiting for an activity Completing individual work task Engaging in new or unfamiliar activity Good use of communication to indicate need	Non-verbal affirmation – smiles, eye contact, thumbs up etc.  Tangible rewards – stickers, certificates, additional pocket money, provision of sensory item, extension of favoured activity, choosing time, trip out etc.  Formal recognition – achievement book mention and award, assemblies, phone calls home, email, class /school displays of

<p>Tidying equipment  Eye contact/acknowledgement of greeting/request  Good  concentration/attention/perseverance.  Problem solving  Co-operation during a personal care routine</p>	<p>work or activities, graduations.</p> <p>Physical reinforcement – high fives, reciprocal responses to student initiating positive physical contact – hand holding /hugs etc.</p> <p>Verbal responses – ‘well done’ ‘congratulations’, change of voice / tone, verbal reassurance, teaching reinforcement of appropriate behaviour – ‘good sitting’, ‘good waiting’ etc.</p>
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Learners who are engaged and motivated, and working in an environment where there is stimulation and challenge, with adults who show unconditional regard for their well-being, are less likely to behave inappropriately. Where behaviour becomes an impediment to progress, or engagement, or is detrimental to the young person’s welfare, then the following strategies may be applied.

Behaviour	Range of Responses	Outcomes
<p>Low level agitation / anxiety</p>	<p>Change of task/activity.  Change of environment.  Identify cause of anxiety and remove if possible.  Offered some space.  Verbal assurance.  Sensory items may be offered.</p> <p>Good caring skills (e.g./ holding hands) may be appropriately used to support some YP when they are actively or potentially becoming self-injurious or pinching /gouging etc.</p>	<p>If self-managed this would be positively reinforce and recorded for evidence.</p> <p>Avoidance of escalation of behaviour</p>
<p>Silly behaviour, goading others, disrupting activities.   Excessive noise</p>	<p>Planned ignoring / minimal feedback.  Positively reinforce compliant behaviour of others.  Reminder of personal behaviour targets.  Assertive verbalreprimand/</p>	<p>Avoidance of escalation.</p> <p>Redirection to more positive behaviour patterns.</p> <p>Teaching of positive choice making and</p>

<p>(many YP will self-stimulate or make noise as part of their sensory functioning – need to distinguish between purposeful behaviour and this need).</p>	<p>instruction. Redirection. Language of choice (only suitable for most able YP) – e.g. you can choose to be silly and lose a playtime minute, or you can do your work/job now and go out with the rest of your friends etc. 'Catching them being good' – i.e. immediate positive reinforcement of any break in behaviour or re-engagement.</p>	<p>ownership of behaviour.  Avoidance of disruption to others, teaching of ownership of behaviour.  Making positive behaviour more powerful than negative behaviour.</p>
<p>Damaging equipment  Non-compliance – direct challenge to authority –  Purposeful and targeted goading.</p>	<p>Time out (directed and recorded as a sanction)  Redirection  Minimal feedback – planned ignoring.  Positive reinforcement with other YP in the situation.  Verbal reprimand/instruction.</p>	<p>Avoidance of escalation of behaviour.  Reinforcing through sanction the unacceptable behaviour.  Making positive behaviour more powerful than negative attention by giving it the most attention</p>
<p>High levels of agitation.  Self-injurious behaviour.  Aggressive behaviour.  Damage to property.</p>	<p>Redirection / change of face/verbal reassurance  Follow Timian or PRICE responses using principles of least to most intrusive responses to respond to behaviour.  Time out / physical intervention where justified and all other strategies outlined above have been attempted.</p>	<p>Avoidance of escalation in behaviour  YP/staff kept safe, other YP kept safe.  All PIs / time out recorded and post incident analysis of justification and effectiveness undertaken to inform future responses.</p>



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