

# Behaviour Policy

## General behaviour management strategy

The approach used by Early Years` Service to teaching and understanding behaviour is based on the principles of Applied Behaviour Analysis (ABA.) Behaviour analysis studies events in an individual's environment in order to understand and explain behaviour. All behaviour is considered to serve a function for that individual. We feel that without a good understanding of what this function is, effective behaviour management is not possible. Monitoring and recording behaviour and its environmental context, reveals patterns in the events that act as antecedents or consequences for the behaviour. This aids in understanding what function the behaviour serves for that individual.

At BeyondAutism we advocate the use of positive reinforcement-based procedures to promote a positive learning environment for each and every child. Behaviour Analysts adhere to a strict code of ethics, and maintaining ethical behaviour is at the forefront of every decision. We will endeavour to use the least restrictive procedures possible in order to generate positive behaviour change. As an organisation we also appreciate that all parents and carers take the same approach and follow all behaviour-management advice from the Early Years team.

## The most common functions of behaviour are:

- Escape – Does the antecedent frequently trigger behaviour that allows the person to escape from the antecedent stimuli? E.g. taking a headache tablet, running away when presented with a task.
- Avoidance – Does the behaviour frequently allow the person to avoid certain stimuli? E.g. refusing to go to school.
- Access to objects or activities – Does the behaviour frequently result in the person gaining access or continuing to have access to objects or activities that he/ she prefers?
- Access to Social Reinforcement – Does the behaviour frequently allow the person access to attention from another person/persons (whether this attention is positive or negative?) Behaviour with this function would seldom or never happen when the person is alone or when nobody would be able to notice.
- Access to Automatic Reinforcement – Does the behaviour induce internal sensations the person is likely to want to repeat? E.g. adrenalin rush, physical stimulation, feeling full.

These are functions that would make the behaviour more likely to occur in the future. In other words, the behaviour is reinforced.

In our teaching, we are aiming to create new behaviours or shape and increase the frequency of existing behaviours. The most effective form of reinforcement for this is access to social reinforcement, objects or activities. In dealing with inappropriate behaviours that we may want to decrease or eliminate, we need to determine which consequences are acting as reinforcement for the behaviour. We need to eliminate the reinforcement for that behaviour and teach new behaviours that will allow the child to access that reinforcement more appropriately.

### Basic process of using ABA intervention with challenging behaviour:

- Build rapport and identify what is motivating for the pupil.
- Identify the pupils' behavioural deficits and excesses.
- Select behaviours to be targeted (specific definition).
- Identify the function of the behaviour.
- Identify appropriate alternative behaviours.
- Develop a proactive plan.
- Develop a reactive plan.
- Task analysis of target behaviour.
- Teach using effective teaching methods.
- Take objective data.
- Make adjustments to teaching using the data.

## Proactive plans (designed to increase appropriate behaviours)

### Primary prevention

Behaviour monitoring will frequently allow one to identify antecedents that are likely to trigger challenging behaviour. In some cases, it is possible to change the context in which challenging behaviour is likely to take place. Parents will actively be involved in writing behaviour plans and will be expected to use strategies consistently as part of their development in supporting their children.

Strategies for doing this include:

- Enriching the environment – ensuring that the child's environment provides a high level of social reinforcement and stimulating activities, thus eliminating the need for inappropriate behaviour.
- Changing the Nature of Preceding Activities – for example, reducing level of difficulty and building this up again gradually, introducing frequent breaks or variety in tasks, ensuring tasks and routines are clear and predictable.
- Eliminating particularly aversive events – for example stimuli that a pupil has a fear or aversion to such as physical contact, noise, dogs etc and re-introducing these gradually and systematically.
- Eliminating or reducing internal antecedents – for example, hunger, pain, fatigue, illness.

### Teaching alternative behaviours

Once the function of an inappropriate behaviour has been determined, it is important to teach a more appropriate means of accessing reinforcement. These are some examples of possible replacement behaviours to teach:

- Escape/ Avoidance behaviour: Make learning fun so the child enjoys being taught. Increasing tolerance of demands gradually, requesting a break, communicating unhappiness or discomfort, compliance.
- Frustration: Communicating frustration, increasing tolerance to demands or not being able to have what they want, asking for help.

- Anxiety: Stress management, learning about or learning to tolerate specific issues that create anxiety, communicating their feelings, asking for help, requesting information about what is happening or why it is happening.
- Self-stimulatory behaviour: play skills, social skills, and self-regulation.
- Access to objects/ activities: Requesting objects and activities, learning to wait, learning to accept that sometimes they can't have what they want, and learning to share or take turns.
- Attention: Social skills.

## Reactive plans (behaviour reduction strategies)

Behaviour incidents are recorded in the form of ABC charts and Incident Records. If a pupil behaves in a certain way a number of times, a behaviour plan can be drawn up, based on a functional analysis of this data.

### Behaviour plans:

- Behaviour plans are based on observation, parent feedback and behavioural data. The efficacy of these plans is also determined using this information.
- Behaviour plans are aimed at ensuring a consistent approach across the staff team.
- Regular work with parents in the EY sessions and parents and professionals in the School Readiness Group aims to ensure a consistency of approach and sharing of information between home and the Early Years` Service.
- The behaviour plan can also be shared with the nursery/ school setting if the child attends on alternative days to ensure a consistency of approach.
- Interventions detailed in behaviour plans will be aimed at limiting the amount of harm to the child/young person or others and limiting the amount of reinforcement resulting from the behaviour (therefore decreasing the likelihood of future occurrences.)
- Behaviour plans are continuously monitored and are reviewed.

### The following are the most common behaviour reduction strategies:

- Extinction – reinforcement is withheld. E.g. If the behaviour is deemed to be socially reinforced, the behaviour will be ignored. If the behaviour is deemed to be aimed at avoiding a particular task, the staff will insist on completion of the task.
- Differential Reinforcement of Other Behaviour – inappropriate behaviour is ignored while more appropriate behaviour is reinforced for example, shouting is ignored while asking nicely would be reinforced.
- Differential Reinforcement of Incompatible Behaviour – the child/young person would be reinforced for engaging in a behaviour which is incompatible with the inappropriate behaviour e.g. doing a puzzle rather than banging on the table.

## Policy on the Use of Restrictive Physical Interventions

When the behaviour warranting intervention has occurred before, the use of a physical intervention will be described in a pupil's behaviour plan.

The use of physical intervention at the Early Years` Service is based on these underpinning principles:

- The use of force should wherever possible be avoided.
- There are occasions when the use of force is necessary.
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.
- Parents must be trained and supported when using physical intervention is necessary for a child`s safety.
- Staff must let parents intervene physically with their child whenever possible.

#### Reasonable force is defined as:

- The minimum force required to prevent injury or damage to others, or property, or to prevent a breakdown of discipline,
- Applied for the shortest period of time necessary.

According to Section 5550A of the Education Act 1996, the Use of Reasonable Force is likely to be defensible in the following circumstances:

- To prevent a child/young person from committing an offence.
- To prevent a child/young person from causing personal injury or damage to property.

#### Specific guidelines for situations involving restrictive physical intervention:

- Only staff who have received Team Teach training are allowed to be involved in the use of physical intervention. Team Teach provides training in the management of challenging behaviour which is approved by the British Institute of Learning Disabilities.
- A second member of staff should be present during the use of physical intervention.
- A record should be kept of any incident resulting in physical intervention in the Team Teach numbered and bound book. All members of staff need to understand that restrictive physical intervention should be seen as a last resort and not as a matter of routine.
- Physical intervention should only be used when it is considered that the risk involved in not intervening outweigh the risks involved in using physical intervention. Physical intervention should be avoided in situations where it is likely to increase the risks involved for either the staff or the pupil.
- Physical intervention may be used as part of a behaviour management plan or in unplanned situations in which unexpected behaviour is seen to pose a significant risk by running toward a busy road, engaging in self-injury, or sustained aggression toward others or likely to commit an offence. Staff should act within their duty of care to the child/young person.
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the child/young person to be controlled and the nature of the harm that they might cause. These judgements have to be made at the time, taking due account of all the circumstances, including any known history of other events involving the pupil.

- Physical intervention may be used as a secondary prevention technique where there is clear, documented evidence that particular sequences of behaviour are likely to escalate rapidly into serious violence. Secondary prevention involves recognising the early stages of aggressive behaviour and employing techniques aimed at averting further escalation. This would be incorporated into a pupil's behaviour plan if primary prevention and non-restrictive techniques have been unsuccessful.

Only techniques that have been taught and approved by Team Teach are used. Examples of good and unacceptable practice are covered in the Team Teach training and workbooks provided.

### Post Incident Support:

- During an incident requiring physical intervention, a member of staff should be present at all times alongside the parent.
- Parent must be briefed after the incident, staff to provide emotional support is essential.
- Once the child has calmed sufficiently for staff to disengage, the child should be offered a drink. They may also need support in removing items of clothing such as jumpers as they are likely to be hot at this stage
- In the event, that a child or member of staff is injured, the nearest First Aider should be notified. If a child has the appropriate skills i.e. the ability recall and talk about events in the recent past, encourage parents to discuss the incident with them using simple language and where appropriate a social story using visual aids. This can be used to talk about what the child/young person did, what the results were and what can be learned from the event. This should be a positive conversation and avoid the use of language such as 'bad' or 'naughty.' Instead, concrete reasons should be given for why the behaviour was inappropriate e.g. 'hurt someone.'

### Risk Assessment and Physical Intervention:

There are inherent risks involved in any physical intervention. It is our responsibility to be aware of these risks and minimise them wherever possible. Some of the possible risks to the child involved in the use of restrictive physical intervention are that a physical intervention could:

- Be used unnecessarily, that is when other less intrusive methods could achieve the desired outcome.
- Cause injury, pain or distress.
- Increase the risk of abuse.
- Become routine, rather than exceptional methods of management.
- Undermine the dignity of those involved.
- Create distrust and undermine parent-child relationships.

### Measures taken to prevent these risks are:

- Behaviour management undertaken by a parent or staff member is monitored by observation and written records to ensure that the appropriate strategies are being employed.

- Staff receive comprehensive training in handling techniques (which is refreshed every two years.) They are also closely supervised at all times to ensure proper use of physical intervention techniques.
- The Team Teach approach places a strong emphasis on treating pupils with respect, understanding and dignity.
- Parents are present at all times to confirm that the child/young person is treated properly at all times.
- Behaviour plans are reviewed every half term and discussed with the parents in order to obtain consent.

#### The main risks to staff include the following:

- Physical injury, distress or psychological trauma
- The legal justification for the use of a physical intervention is challenged in the courts.
- Disciplinary action.

#### Measures taken to prevent these risks are:

- Comprehensive training and refresher training to ensure that staff are aware of how to properly apply techniques.
- Regular team meetings and debriefings following behaviour incidents to discuss incidents.
- All staff are to read and be aware of the behaviour policy and the legal implications of physical intervention. Team Teach training also covers these issues.
- Behaviour plans are reviewed on a termly basis to ensure that staff are aware of the agreed behaviour plans.
- Team meetings are held at least every two weeks to give staff the opportunity to ask questions or discuss behaviour management issues.

Whenever it is foreseeable that a pupil might require a restrictive physical intervention, a risk assessment should be carried out which identifies the risks and benefits associated with the application of different techniques with the person concerned.

#### The main risks involved in not intervening include:

- Staff may be in breach of duty of care.
- Children, staff or parents will be injured or abused.
- Serious damage to property will occur.

#### Physical interventions that might generally be considered low risk include:

- Members of staff taking reasonable measures to hold or disengage from a child/young person to prevent them from serious physical aggression towards themselves or others.
- A specially designed 'arm cuff' to prevent someone from self-injuring.
- Accompanying a person to a separate room where they can be alone for a few minutes while being continuously observed and supported.

Elevated levels of risk are associated with:

- The use of belts or clothing to restrict movement.
- Holding someone on the floor or forcing them to the floor.
- Any procedure which restricts breathing or impedes airways.
- Seclusion, where an adult or child/young person is forced to spend time alone in a room against their will.
- Extending or flexing the joints or putting pressure on the joints.
- Pressure on the neck, chest, abdomen or groin areas.

**Techniques involving elevated levels of risk are not employed in the Early Years` Service.**

Last review: July 2019

Date of next review:

Review group: