



## **Positive Behaviour Support**

This policy aims to:

- To ensure clarity of understanding across the DARE Playscheme of what is meant by positive behaviour.
- To ensure that children/young people, staff and parents have a clear understanding of the protocols followed when managing behaviours that may challenge.

### **Rights and Responsibilities**

- The Directors has overall responsibility for this policy
- The Operations Manager and Playscheme manager are responsible for overall management of the policy
- All staff are responsible for the day-to-day implementation of policy
- The person with responsibility for Behaviour Management provides leadership in the development, planning and implementation of appropriate Positive Behaviour Management strategies for children/young people across DARE Playscheme.

*At DARE everyone has responsibilities:*

- To be polite
- To respect others
- To earn trust
- To take responsibility
- To be positive

### **Intent**

We believe that every member of the DARE Playscheme has the right to feel secure and respected within the playscheme environment. Due to the complex nature of their learning difficulties, most of our children and young people need significant support in the development of appropriate personal and social behaviours.

DARE clearly recognises that it is the behaviour displayed those challenges and not the person. We consistently take a positive approach, viewing inappropriate behaviours displayed as forms of communication.

DARE Playscheme takes responsibility for facilitating activities and an that minimises possible occurrences of challenging behaviour. We actively promote and support the development of appropriate behaviours and look for the reasons behind inappropriate behaviours displayed rather than reacting to the effects of them. It is, therefore, our responsibility to model and promote positive behaviour in all that we do to foster self-discipline and self-control.



### **Children/young people**

- For all children/young people to feel confident, happy and safe (for further information see school's safeguarding policy).
- To have their needs met on an individualised basis.
- To develop their self-regulation skills.
- To develop communication skills to help express their wants and needs.
- Through self-regulation children/young people will be able to access a range of experiences and opportunities.
- To continue to grow as confident, courageous learners.
- To be free from neglect or abuse whether it be physical, emotional or sexual
- To have every opportunity for independence in activity
- To be given the opportunity to express their views and opinions by whatever means possible
- To form friendships
- To experience privacy, dignity and respect in their lives
- To be seen as an individual who can achieve

### **Staff**

- For staff to feel confident through access to appropriate training, understanding of DARE's policies and procedures and colleague support when supporting children's behavioural needs.
- To work collaboratively with children/young people, families and other professionals.
- To feel safe and happy in the workplace.
- To continue to shape DARE Playscheme ethos and values underpinning understanding of the challenging behaviour, in collaboration with children/young people, families and other professionals.
- To encourage a learning environment where effort and positive behaviour are recognised and rewarded.
- Support without undue disruption
- Be treated with dignity and respect at all times
- express their feelings in an appropriate way (using emotional intelligence strategies)

### **Parents and families**

- To feel safe and be able to safely support their child
- To be able to use positive behaviour support strategies at home and in the community to support their child and family to engage with their day to day lives.
- To have access to support and training to develop their confidence, knowledge and understanding of positive behaviour support.
- To feel part of DARE Playscheme community and be able to work collaboratively with DARE Playscheme.

## **Implementation**

### **1. Equal Opportunities**

Each member of staff, without exception, is responsible for developing and maintaining a positive, supportive, fair and inclusive school culture of positive behaviour support. This approach includes having high but realistic expectations of all children/young people and demonstrating respect for each children/young people. The staff has a professional responsibility to provide good social role models for all children/young people while continuously looking to celebrate achievements.

### **2. Understanding motives of challenging behaviours**

Challenging behaviour can arise due to many different reasons, dependent on the individual. It may be due to communication or interaction issues/barriers, because of pain or illness, environmental overstimulation or under-stimulation or sensory deficits. At DARE we continue to strive to develop our understanding of children/young people's mental health and emotional well-being, which we know can have a significant impact on children/young people's behaviour. It is essential that all staff look beyond the outcomes, e.g. hitting, and look for true meaning of that behaviour using appropriate functional analysis tools, e.g. ABC charts, observations, consultations. Based on these evidence-based approaches relevant strategies to support young person should be written and shared with staff and parents.

The term "challenging" describes a continuum of behaviours of concern which may have the following impact:

- preventing the children/young people or their peers from participating in playschemes activities and learning opportunities
- isolating children/young people from both adults and peers
- preventing children/young people from forming relationships
- Adversely affecting the learning of other children/young people and themselves
- Making excessive demands on staff time and other resources
- Places the children/young people or others in danger of physical harm

Some challenging behaviours may be more specifically identified under the following headings:

#### **Physical aggression/abuse towards self or others such as;**

- Hitting
- Kicking
- Punching or pushing
- Hair pulling
- Biting

- Pinching
- Self-harm
- Non-consensual touching of private areas of another person's body
- Pulling of clothes
- Scratching

#### **Verbal Aggression towards others**

- Swearing
- Threatening

#### **Damage to property**

- Throwing furniture or equipment
- Breaking windows/furniture
- Damaging resources

#### **Other**

- Attention seeking behaviours
- Hyperactivity
- Excessive crying/shouting/screaming/movement (e.g., running within a classroom)
- Spitting
- Removal of clothes
- Running away from the group
- Choosing not to eat
- Climbing on furniture
- Avoidance
- Absconding
- Inappropriate sexualised behaviour

*At DARE we need, to continually work towards recognising that we are challenged by the behaviour and **not** the children/young people.*

*If the children/young people have displayed an unusual behaviour of high risk for the first time, their risk reduction plan should be reviewed, and if necessary, a behaviour support plan should be written and shared with all members of staff, parents and where appropriate with the children/young people.*

#### **Bullying (including Cyber-bullying).** We do not tolerate bullying

- Bullying should never be ignored
- All instances of bullying must be recorded
- Every case needs to be addressed, in line with this policy
- Further guidance is available in DARE Playscheme's Anti-Bullying Policy which is available on request from DARE Playscheme.

### **Discriminatory language/incidents**

- Any incidents that relate to any protected characteristics (age, disability, gender reassignment marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation) are not acceptable within our playscheme
- They should be dealt with in line with this Policy with further advice and a coordinated response from the Senior Leadership Team
- They MUST be recorded appropriately, including all follow-up actions
- Some children use discriminatory language without understanding its impact and this, where appropriate must be viewed as an opportunity to teach children how to be respectful to each other
- Further guidance is available in DARE Playscheme's Equalities Policy which is available on request from DARE Playscheme

### **3. Positive Behaviour Support**

At DARE Playscheme, the foundations of positive behaviour support help us to understand why the individual exhibits challenging behaviour and how to address the issues to prevent further episodes. Through positive methods, DARE Playscheme aims to promote new behaviours to enable them to achieve the best outcomes.

At DARE we recognise that development of good communication skills and careful management of the environment are essential in minimising the occurrence and impact of challenging behaviour. Supporting children/young people to develop their communication skills is therefore central to our approach to positive behaviour support and at the core of our day-to-day practise. As all of our children/young people have communication difficulties it is the shared responsibility of all staff to ensure that children/young people voice is encouraged and celebrated.

Positive behaviour support is used in different ways, according to the individual's requirements, and is considered as a long-term management technique.

We always seek to use systematic, positive and proactive rather than reactive method in order promotes good behaviour and allow our children/young people to access our activities in the positive and stimulating environment.

This method can include:

- Getting to know each children/young people well, develop and maintain strong positive relationships based on trust, respect and dignity
- Value each children/young people, having high but realistic expectations of them
- Model appropriate behaviour
- Praise freely but specifically, e.g. 'good sitting', 'good walking.'

- Always use the child's name and be sensitive to their feelings
- Ask ourselves why a children/young people may be demonstrating challenging behaviour – empathise
- Facilitate activities that are appropriate to the children/young people' age and ability
- Provide children/young people with learning opportunities where they can make choices and respect choices made
- Make a visual display of group rules
- Use group-based strategies such a reward charts, individual behaviour plans or particular strategies for particular children/young people
- Discuss inappropriate behaviours with the children/young people wherever possible in a discreet and respectful manner
- Set clear and reasonable boundaries in a manner that can be understood by the child
- Use social stories if appropriate to explain the desired behaviour
- Ensure that as a staff we feel emotionally equipped and supported to manage challenging behaviour
- Teach children/young people appropriate ways to communicate their needs and feelings in as far as they are able
- Ensure that we are as physically as safe as possible by not wearing sharp jewellery, long nails, chewing gum, wearing long hair pinned up is advisable in some cases
- Use every opportunity to allow children/young people to rehearse desirable behaviours
- Change the atmosphere or environment
- Use of planned 'ignoring.'
- Identify early warning signs that indicate foreseeable behaviours are developing
- Engage in purposeful and positive play activities with children/young people in the playground areas to minimise opportunities for inappropriate behaviour
- Use of regular physical activities (running, rough and tumble play, cycling, bouncing on a trampoline, etc.) that encourages the release of energy and stress and to equip children/young people with a tool for self-managing their stress and self-regulation
- Use a 'hands off' approach to directing and moving children with minimal physical prompting where appropriate, e.g. with an independently mobile child
- Use visual cues and timetables to inform children/young people of what will be happening next and aid transitions; they offer a structure, foundation and comfortable routine that helps make the difficult process of changing from activity to activity easier and less anxiety-provoking
- Use clear defined predictable routines in ASD groups to reduce children/young people levels of anxiety and stress and release them from the need to create their own
- Use positive language to reinforce and promote understanding of what children/young people should be doing
- Teach children/young people the necessary skills to recognise their emotions and develop tools to help them self-regulate.

## 4. Rewards

DARE Playscheme recognises that careful and systematic use of rewards is a positive means of promoting good behaviour. Rewards are to be appropriate, meaningful and genuinely satisfying for children/young people.

Rewards used may include:

- Choosing time
- Opportunities for self-initiated activities
- Descriptive praise
- Visual reinforcement systems - 'I am working for' cards for children/young people with ASD
- Having jobs or responsibilities
- Having favourite toys or games
- Messages to parents through contact books or by telephone
- Messages to other members of staff
- Helping a group or member of staff
- Individual and class reward charts, e.g. star of the day, star charts, dinner charts, behaviour charts,

We offer children/young people choice as a way of helping our children and young people to take responsibility for their own behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both positive and negative. We use specific descriptive praise when we see them making a good choice – we can never do too much of this. We link consequences to the choices they make, to help them make the best choice.

## 5. Responses to challenging behaviours

### Support for Behaviour Management

- If a child/young person is causing group staff concern, a referral should be made to a member of the Leadership Team who will meet with the group to advise, observe and support.
- All responses are planned to specific behaviours; they aim to act proactively and reduce children/young people's anxieties.
- Risk Reduction plans outline possible behaviours and the strategies to be used in different situations – primary, secondary and reactive strategy (see physical intervention policy)
- Groups should maintain a record of observation as soon as possible in such cases in the form of an ABC chart which can then be discussed with the Behaviour coordinator.
- The chart should focus on specific behaviour and may help identify particular patterns or the duration or intensity of the behaviour.
- Staff through appropriate training and practice will be confident and competent when dealing with challenging behaviour.



## Physical restraint

As a playscheme, we recognise that there **might be situations where Restrictive Physical Intervention needs to be used as the last resort option**. Appropriately trained staff, if necessary, will use reasonable force in specific circumstances to prevent a child from doing any of the following:

- Self-injuring
- Causing injury to others
- Causing significant or dangerous damage to property

De-escalations strategies should be appropriate to the child and set within an **evidence-based and proactive approach** to behaviour to minimise the risk of physical intervention.

Restrictive Physical Intervention needs to be deemed **necessary, reasonable and proportionate** to the situation.

If restrictive physical intervention is used, its use must adhere to the principle of **“the minimum force for the minimum of time”**.

📅 Physical intervention Incidents need to be recorded and reported using DARE Playscheme recording system and verbally reported to a senior leader.

## Behaviour Support Plans

- A behaviour risk reduction plan must be completed when there is an identified risk to a children/young people or a staff member.
- **If a children/young people displayed an unusual behaviour that is deemed to be of high risk for the first time, a risk reduction plan should be completed as soon as possible and behaviour support plan should be written and shared with all members of staff and parents.**
- If in doubt the group should consult with a member of the Management Team.
- In the behaviour risk reduction plan staff must
- answer questions about specific behaviours and be able to identify who is at risk and how.
- The behaviour risk reduction plan will be then shared with all staff involved in the care of a children/young people and with parents, to ensure consistency of practise.
- The assessment and ensuing support plan will include monitoring dates.
- A Positive Support Plan is then developed and will outline strategies to promote desired behaviours and ways to reduce a risk of challenging behaviour identified in the Behaviour Risk Reduction Plan.

## Parent Consultation

Positive support plans and behaviour risk assessments will be shared with parents and carers. Discussion with parents/carers can result in a joint agreement regarding strategies and techniques being used to ensure consistency of approach. Parents should inform DARE Playscheme of any changes that can affect



child's behaviour.

### **Other forms of support**

A few children/young people will have an awareness of the consequences of their actions, which may support the use of particular forms of **consequences** which must always be managed in a positive and calm way. If a children/young people were to be withdrawn from the educational activity they must always be observed and never left alone or locked in the room or an area.

Where appropriate and necessary, staff needs to develop a 'quiet/calm area' where children can go to if they need to have a space to calm down. This will apply to children/young people that are able to request to go to a quiet/calm area themselves.

Where it is considered necessary to use consequences (such as loss of privileges), staff implementing them will always remain calm and give very clear information to the children/young people concerned. Information given will include clear instructions with regard to expectation(s) being made of the children/young people, rewards and sanctions. Staff will use appropriate non-threatening language that will be sensitive to the particular needs of individual children/young people. Where sanctions are to be used, they need to be recorded in a children/young people's Positive Support Plan.

### **6. Staff Training**

Behaviour management is part of an induction process and part of a ongoing in-house CPD. Restrictive Physical Intervention are as last resort applied by selected staff members who are Behaviour Management and Physical intervention Trainers.

### **7. The Staff at DARE will not:**

- Verbally demean children/young people
- Behave threateningly towards children/young people as a result of losing control. In stressful circumstances, we should hand over to another member of staff where possible.
- Shout at children/young people.
- Deprive any children/young people to their entitlement to sustenance, i.e. lunch, snacks.
- Physically harm children/young people through rough handling, e.g. pulling, pushing, squeezing, slapping. We will not handle children/young people by their clothes unless necessary, for example, in a situation in which it would be required to do so ensure a children/young people's safety.
- Use force to gain compliance.

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