

POLICY TITLE:	Positive Behaviour Management
Policy Number:	55
Applies to:	Al Karamah School and Training Institute - Abu Dhabi
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Ratified by:	Al Karamah Governing Body
Responsible signatory:	Principal
Outcome:	<p>The promotion of a positive behavior management culture in school that</p> <ul style="list-style-type: none">• Promotes staff and students understanding of self-management of autism.• Promotes the development of the whole child in aiding the physical, educational, social, emotional, and mental wellbeing of students in the school's care.

Cross Reference:

Equality of Opportunity (including English as an Additional Language)
Safeguarding Children student from age 3 - 25 years
Complaints
Incident Management, Reporting and Investigation
Confidential Reporting of Concerns (Whistleblowing)
Safeguarding Children's Policy
Autism Strategy
Individual Positive Behaviour Support Plan
Individual Risk Assessment
Accident Form
Incident Form
Physical intervention policy

1. PURPOSE

1.1. At Al Karamah School and Training Institute, the school's student population includes students and young adults with varying needs, strengths, and abilities. All of our student population are vulnerable, and some students present with behaviours that can be challenging. Staff at school are supported with positive behaviour management training and support to reduce anxiety driven behaviours.

1.2. There is a high ratio of staff to students to support positive behaviour and learning in the classrooms and throughout the school environments. Where needed, staffing support is increased to promote successful inclusion when it is in the best interests of the student and/or whole class for participation.

1.3. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

1.4. For children to thrive, they need to feel appreciated, safe, secure. Each child is valued as an individual and respected by all staff. We practice and promote positive, considerate, and respectful behaviour through the guidelines relating to the management and support for young people on the autistic spectrum noted in this policy.

2. DEFINITIONS

2.1 Positive behaviour support: Positive Behaviour Support (PBS) is a person-centered framework for providing support in situations where there is, or there is a risk of behaviours of concern. Positive Behaviour Support understands that behaviour of concern occurs for a reason and communicates important information about a person's anxiety and skill development.

2.2 Behaviours of Concern: Behaviours of concern are those behaviours that impact on a person's quality of life and pose a risk to the health and safety of the person or those around them. It is important to distinguish that not all behaviours are behaviours of concern. Behaviours of concern tend to be behaviours that are harmful to self or others.

2.3 Student Profile and Individual Education plan: Individualised intervention plan that outline each student's assessed risks, triggers, responses, motivators, agreed intervention strategies as well as de-escalation and support plans.

2.4 Risk Assessment: Individualised plan that supports student profile of risk and intervention strategies to mitigate those risks.

2.5 Positive techniques - methods that utilize positive reinforcement to shape a student's behaviour, ranging from the use of positive verbal statements to specific tangible rewards.

2.6 De-escalation: The process of diffusing conflicting situations to stabilize, slow, or reduce the intensity of a potentially harmful and even violent situation.

3. POLICY AND PROCEDURE

Ethos: It is our underpinning belief that de-escalation is the key to effective behaviour support. Understanding the function of individual behaviours is a crucial part of supporting students.

Considering areas of skill development for young people, their motivators, triggers, and individual calming strategies is imperative.

Viewing behaviour as a form of communication is a shared understanding of all staff members

Principles of Positive Behaviour Support:

3.1. Person Centred

Al Karamah School and Training Institute recognizes the importance of person-centred support. Person centred behaviour support aims to put children and young people at the centre of planning and decisions that affect them. When children are meaningfully involved, this can change their attitude, behaviour and learning and make them active partners who work with adults to bring about change.

3.2 An environment that supports clear structure and routines.

We understand that clear, fair, and understandable structure of rules play a vital part in aiding the educational, social, emotional, mental, and physical development of the students in our care. The quality of the young person's educational programme and support and guidance in the school ensures that students experience stability, security, predictability, and reliability.

Al Karamah School and Training Institute provides a consistent structure and stable pattern that is reassuring to students. It emphasises the consistency and stability of the environment, it teaches students that there is planned organisation to life in that community. The regular and predictable sequence of events throughout the day enhances the young persons' sense of security. It is likely that for some students it will take them time to transition and become comfortable or familiar with the school's environment and expectations. Where needed, transition support can be developed.

Al Karamah School and Training Institute believes that it can most effectively meet the needs of their students and maximise the value and input of their staff and resources in an environment that is positive, predictable, and safe, ordered and has an atmosphere of mutual respect. We also believe that this can be best achieved by a positive approach to the promotion, development, and maintenance of clear expectations throughout the environment. We use a clear set of guided visuals to support this process in the form of classroom visuals/symbols, transactional support visuals/symbols and behavioural support visuals/symbols.

3.3 Assessment based intervention for behaviours that challenge.

Our staff is dedicated to understanding the functions of behaviours that concern and implementing effective support. Identifying the purpose of the behaviour allows for a purposeful intervention approach, addressing factors such as social, emotional, cognitive, environmental, and sensory influences.

A Functional Behaviour Assessment (FBA) serves as a fundamental tool, answering questions such as what, why, how, when, and where, the person is communicating through the behaviour. These findings are documented and regularly reviewed and updated on a termly basis. In cases of more complex needs, a Risk Assessment may be necessary.

Teachers and therapists collaborate closely to conduct a more intensive analysis and interpretation of behaviours. This collaborative effort ensures a rigorous and frequent evaluation of the effectiveness of the strategies developed.

3.4 Student Profiles and Risk Assessments

Each young person will have a Student Profile developed by teachers with the support of the Therapy team. Student profiles and risk assessments will be adapted after any significant behavioural incidents. All staff working with individuals need to review this documentation on a regular basis. Specialist Teachers working with the child will also be kept informed.

As appropriate, each young person will be enabled, in accordance with their abilities, understanding and individual needs, to participate in reviewing their individual profile, in conjunction with the input of their parents/carers, other relevant stakeholders and professionals, as well as the staff team.

Individual Student Profiles will include details relating to assessed risks, triggers, responses, motivators, agreed intervention strategies as well as de-escalation and repair plans.

The dynamic assessment of risk is a core training component for staff directly involved in positive behaviour support.

3.5 Record Keeping

Full written records of behavioural incidents will be maintained at the school site, in accordance with site procedural guidance. On induction, all staff are trained in the theory and use of these documents.

Observation of the young person's environment and behaviours can support staff in developing an understanding of the function of behaviours and environmental factors impacting on them. Teachers, Teaching Assistants and Therapy (OT, SALT, and Behaviour) can complete incident forms which will also be monitored weekly to identify in which classes or with which students additional support is necessary.

For some students, antecedent, behaviour, consequence, and function (ABC) and frequency observations will be completed by staff to support a richer understanding of behaviour. These will be completed with the advice of the therapy team when required. Functional assessment of Behaviour and multi-disciplinary meetings will be arranged between staff and the behaviour team to allow more in-depth analysis of behaviour and to inform the Student Profile.

3.6 Addressing Behaviours of Concerns

Internally, the Behaviour Team will be responsible for analysing incident forms and providing support, feedback and follow up work with staff and Students. All Incident forms will be passed initially by the staff involved to the Behaviour Team with the support of the Senior Teacher or Assistant Head.

3.7 Unstructured times in school

Al Karamah School and Training Institute believes that creating an enjoyable and predictable experience for students during unstructured times, minimizes incidents of concerning behaviours. The school provides lunchtime and break time activities and does not promote the use of electronic devices, such as iPads, during these times.

3.9 Countering Bully

AI Karamah School and Training Institute acknowledges guidelines that define bullying as:

- a) Deliberately hurtful
- b) Repeated often over a period
- c) Difficult for victims to defend themselves against.

AI Karamah School and Training Institute recognises that bullying can take many forms, including:

- a) Physical – hitting, kicking, taking belongings
- b) Verbal – name calling, insulting, making offensive remarks, victimisation or discrimination based on race/ethnicity/beliefs/differences
- c) Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours and include 'Cyber Bullying' e.g. sending malicious e-mails or text messages on mobile phones or elsewhere - on social networking sites for example.

At AI Karamah School and Training Institute advice and guidance is provided for all students, parents, carers, and school staff. Specialist support and guidance is offered to everyone involved in a situation of bullying, including the student's parents (carers). Within the education setting staff provide students with support and guidance to prevent bullying.

AI Karamah School and Training Institute acknowledges that certain factors may necessitate the school to adopt a slightly different approach to behaviours associated with bullying at times. These factors include the level of young persons' cognitive development, their learning difficulties, the very specific nature of their difficulties in perceiving someone else's viewpoint or experience, and additional difficulties they have in the recognition and management of their emotions associated with Autism Spectrum Condition.

4. ROLES AND RESPONSIBILITIES

4.1. All staff are responsible for ensuring that students are supported, in accordance with their age, abilities, understanding and individual needs, to adhere to the clear rules and expectations within the school.

4.2. Parents and carers are responsible for supporting their child and the school to adhere to the expectations of the provision. Where needed, parents may be supported by the social worker and/or staff to implement and extend effective positive strategies utilized in school into the home. Parents should be aware of their child's positive behaviour targets and skills they are working on through discussion at parents' evenings, sharing of documents, parent consultation, collaborative analysis, and action planning, and home-school liaison books/communication channels.

4.3. All staff are responsible for consistently demonstrating/modelling positive behaviour with each other and students, and consistently responding to behaviours of concern. Within the classroom and wider school community positive and expected social behaviours are celebrated, rewarded, and made explicit.

4.4. Behaviour Team /Senior Teachers/ Assistant Heads/Principal are responsible for implementing and maintaining effective consistent routines and boundaries to ensure behaviour management strategies are effective at the school. Furthermore for monitoring, responding to and addressing concerns, patterns and trends as become evident, at both individual and school level. In addition, they are responsible for ensuring that full, complete, and accurate records are maintained in accordance with regulation and good practice.

4.5. The Behaviour Team will collect and securely store all behaviour incident documentation and will use data to complete Governance Reports. This data will also inform improvements in practice and processes.

4.6. The School Governance is responsible for maintaining an overview of behavioural incidents in school.

4.7. All staff are responsible for raising concerns in relation to the effective management of behaviour and good order. They follow standards in good record keeping, monitoring, and ensuring safety and safeguarding.

5. PHYSICAL INTERVENTION

5.1 Introduction and Definition- Restrictive Physical Intervention

At Al Karamah school and Training Institute we know that behaviour is a form of communication. We work collaboratively with our in-house Speech and Language Team to enable students to develop skills to help them to communicate in socially appropriate ways.

There are occasions when students become dysregulated and during this time staff will use de-escalation strategies to support the student to attain emotional regulation.

There are few occasions, where students become so dysregulated that they display behaviours that are unsafe. At times such as this, there may be a risk to themselves, to others, or to property. We have a duty of care at times such as this to physically intervene where it is reasonable, necessary, and proportionate to do so.

We will ensure that only staff who are trained to do so will physically intervene. When they do intervene, it will be with the least restrictive hold, for the shortest amount of time.

5.2 Aim of Physical Intervention

Physical Intervention will be a last resort and will be an act of care. The intention is to support the child during this period of dysregulation until the child is safe. Physical intervention will only be considered an option when all known de-escalation strategies have been considered and where there is a risk to students, adults, or property.

The decision to intervene physically will form part of a dynamic risk assessment. This will consider the seriousness of the incident and the relative risks of the use of physical intervention compared with any available alternative. The use of physical intervention will consider the characteristics of the pupil, including their age, gender, physical needs, developmental level, and cultural issues.

We recognise and understand that the student's dysregulation is a difficult thing for them. We care and we are here to help the students; we will always use a therapeutic approach with a reassuring tone.

5.3 Important considerations

1. The child must remain supported until they are regulated emotionally and until they are ready to talk about the incident.
2. Post-Incident debriefing: when physical intervention occurs in response to highly charged emotional situation, there is a clear need for debriefing after the incident, both for

the staff involved and the pupil. The principal should be informed of any incident as soon as possible and will take responsibility for deciding for debriefing once the situation has stabilised.

3. Documentation and reporting: all incidents should be recorded immediately and with detail that shows the type of hold and the duration; this needs to be communicated with the Senior Behaviour therapist who will notify the principal.

4. Parental Communication: A member of staff, with the oversight of the senior behaviour therapist will contact parents on the day of the incident, to make them aware and to provide them with an opportunity to discuss it.

The implementation of physical intervention, particularly through the Team Teach approach, is guided by a commitment to reasonability, proportionality, and the well-being of our students.

6. MONITORING AND REVIEW

6.1. This policy will be reviewed every two years, or more frequently if required.

7. APPENDICIES

7.1. **Factors that affect behaviour include:**

- **Anxiety:** The behaviour exhibited by people with Autism Spectrum Condition is largely governed by the level of anxiety and arousal they experience. If an individual is feeling frustrated and confused, they are more likely to behave in an inappropriate manner.

- **Theory of Mind:** because of neurological differences children and young people on the autism spectrum may have difficulty understanding that others have thoughts and feelings and therefore reading the emotions and intentions of others is hard. This may also lead to a perceived lack of empathy that can result in students not understanding how their behaviour affects others.

- **Communication:** Difficulties with communication, particularly social communication is key. We will seek to reduce the likelihood of inappropriate behaviour by ensuring that each person has a functional communication system, that those supporting the person individualise their communication system and that our expectations of everyone are appropriate. As a staff group the aim is to understand the root, communicative function and triggers associated with the behaviours. We aim to identify gaps in skills and areas for development.

- **Environment:** We will seek to manage the environments sensitively and imaginatively for the students we support to reduce sources of anxiety and thereby, reduce the need for behavioural difficulties.

- **Sensory differences:** People on the Autism Spectrum, are likely to have difficulty modulating and processing all types of sensory information, this can lead to hyper or hypo-arousal. Hyper-arousal results in elevated levels of anxiety, whilst hypo arousal can result in passivity and under-responsiveness. We will establish any sensory differences that may be limiting an individual's opportunities and arrange to reduce or remove the source of difficulty wherever possible. Use of sensory and environmental profiling for individuals will be integral tools to seek understanding. In addition to making accommodations, therapy will aim to aid with skill development for individuals.

- **Emotional Regulation:** Students with autism often experience elevated levels of anxiety, over-stimulation and emotional dysregulation that can compromise quality of life. They may

not understand the nature of the emotions they experience let alone what causes them. Students must learn coping strategies to maintain the optimum level of emotional arousal to attend, engage or learn. Equally staff must recognise the signs of dysregulation and recognise behaviour (such as rocking) which is part of the child's coping strategy if they are to respond appropriately and support the child's emotional regulation.