



Charlton Park Academy and Rainbow House

Positive Behaviour Support Policy

1. Rationale

At Charlton Park Academy and Rainbow House we are committed to Positive Behaviour Support. We believe that all behaviour is a form of communication. We believe that the students we support have the right to have their behaviour recognised and responded to in a respectful, positive, person-centred and professional way.

2. Aims

At Charlton Park Academy and Rainbow House we aim to support students to develop positive behaviour which is appropriate to the situation. When a student displays behaviour that challenges we seek to understand what the young person is trying to communicate and provide the student with alternative ways of getting their needs met.

The aim is that students learn new skills thus enabling them to: engage in positive relationships; become as confident, responsible and independent as possible; access learning and avail of the full range of opportunities and experiences at home, school and in the community.

We aim to empower students to achieve their best through providing enjoyable, safe, interactive and engaging learning environments.

3. Principles and Values

At Charlton Park Academy and Rainbow House we focus on understanding the holistic needs of each individual student. We endeavour to provide an environment that enables each student to succeed and develop both academically and emotionally.

Our Policy:

- Commits us to providing a safe and happy environment to enable effective teaching and learning to take place.
- Provides a coherent approach to behaviour support throughout the school.
- Recognizes behaviour is a form of communication and results from how a person feels and how they respond to the environment.
- Accepts that an integral part of our work in the school is teaching students the skills to manage and improve their behaviour.
- Ensures that staff members feel confident managing a range of behaviours.
- Recognises our individual students need a differentiated approach to resolve their behaviour issues.
- Focuses on positive strategies with our students and values mutual respect, participation and reward.
- Encourages students to take responsibility for their actions and behaviour.

Our core values:

We believe that students learn best when they:

- are happy and relaxed;
- feel safe;
- have positive relationships;



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- are treated with respect;
- are listened to;
- are engaged in motivating activities which challenge but do not generate anxiety;
- receive regular positive feedback;
- believe they can be successful, supported with a 'can do' approach.

4. Roles, rights and Responsibilities

All members of the CPA Community have a right to:

- be respected;
- be safe;
- be listened to;
- be accepted and valued;
- work and learn in a positive environment.

All members of the CPA Community have a responsibility to:

- treat others with respect and tolerance;
- actively listen to others;
- be punctual and attend regularly;
- follow the rules of the academy;
- care for all members of the academy community.

The Staff support students by:

- developing positive relationships;
- being an effective communication partner;
- listening to students through all the ways they communicate;
- understanding and providing for difference in learning needs, sensory needs and medical needs;
- providing and developing a positive learning environment;
- communicating regularly with parents/carers.

The Governing Body:

- Defines the principles underlying the academy's behaviour and attendance policy.
- Ensures that all aspects of the policy promote equality for all students and addresses individual needs.
- Monitors and evaluates the implementation of the policy by receiving reports and data.
- Supports the practical strategies of the policy including disciplinary and attendance panels for students and their parents when there are serious concerns.

The Principal and the Academy Leadership Team

- Promote positive behaviour and excellent attendance.
- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied.
- Ensure that the academy promotes equality for all students and addresses individual need.

Parents and Carers

- Take responsibility for their child's behaviour and attendance;



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- Support the academy's core beliefs on positive behaviour support strategies;
- Support the academy in carrying out consequences and celebrating success;
- Communicate with the academy when concerns arise.

Family carers are powerful advocates for their family member and understand their needs better than anyone, so supporting them through good information and shared goals helps them to advocate effectively for their family member. Families are diverse – their individual circumstances vary enormously, so understanding each family context is essential to offering appropriate support.

5. Behaviours that Challenge

Challenging behaviour can be defined as:

'...behaviour of such intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities.'

Emerson, Eric (2001).

Challenging behaviour can be many different types of behaviour, such as: aggression, self-injury, disruptive and destructive behaviours. We recognise that some behaviours are not harmful but go against social norms, while other behaviours may indicate an inner distress such as withdrawal from engagement.

6. Positive Behaviour Support

See also Appendix re provision of Positive Behaviour Support.

Commitment to PBS

Through Positive Behaviour Support (PBS) Charlton Park Academy and Rainbow House is committed to providing:

- High quality supportive environments
- Functional, contextual and skills based assessments
- Positive Behaviour Support Plans, evaluating intervention effects and on-going monitoring.

PBS will be implemented using a combination of three overarching themes: values, theory/evidence base and process.

PBS Values

- PBS recognises that prevention and reduction of challenging behaviour occurs within a context of quality of life, participation, choice, respect and inclusion for all people.
- PBS eliminates punishment and aims to reduce or eliminate physical intervention by using positive proactive and reactive strategies.
- An assessment of a person's needs necessitates the involvement of all the key people who play a part in their lives: the person him or herself, their parent/carers, family members, support workers, school staff, agencies and professionals.



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Theory and Evidence Base

- PBS is about understanding why people challenge and basing support around that understanding.
- A range of evidence-based approaches can be used to support behaviour change.

Process

- PBS requires that assessment is personalised and grounded in information gathered about the person including their needs abilities and their environment.
- The process begins with systematic assessment of when, where, how and **why** the individual displays behaviour that challenges, a process known as functional assessment or functional analysis.
- Positive Behaviour Support Plans are devised.
- The majority of the PBS plan will focus on proactive strategies that seek to reduce the likelihood of behaviours of concern occurring.
- Data based systems are used to monitor the effectiveness of the plan and the resulting changes in the quality of life and behaviours that challenge.

7. Use of Physical Interventions and Risk Assessments

At Charlton Park Academy and Rainbow House there are students with a range of needs and associated behavioural difficulties who on occasions present behaviour that may necessitate the use of supportive physical intervention to prevent injury to themselves or others or major damage to property.

Supportive Holding

Supportive holding should be used with the minimum force for the minimum time with a gradient of the least intrusive to most restrictive techniques being used only as a last resort. Avoidance, de-escalation, providing positive options and communication are essential skills to be used prior to a physical intervention. These are the principles underpinning the Approach training that all school staff members receive.

Calm Rooms

Some students may benefit from a safe and calming space during episodes of heightened response. Staff may encourage use of a Calm Room, and some students will also pro-actively access. When using a Calm Room, Students are always monitored, and a record is kept of this intervention. In addition some classes and individual students have quiet spaces that can be accessed to help with self-regulation and calming-down. (Calm Room policy)

Risk Assessments

Those students exhibiting challenging behaviours are risk assessed. Some students who habitually display challenging behaviours will require a further risk assessment, which is linked to the "Approach" methods of supportive holding and physical intervention. All Risk Assessments will be shared with the student's parents/carers and be in-line with the individual's Positive Behaviour Support Plan.

Approach Training



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All regular class-based staff are Approach trained. Approach is a system of physical intervention based on understanding and working with the natural movement of the body. It is non-confrontational and preventative behaviour management, including de-escalation and with an emphasis on giving control back to the student as soon as possible.

8. Behaviour Monitoring

Student behaviour will be regularly monitored and recorded on the whole school data system. It will be analysed by senior leaders, pastoral teams and the designated safeguarding lead(s), with governors informed of trends and progress of all students.

Student behaviour risk assessments will be reviewed at least half termly to check on the frequency of specific behaviours and to monitor changes or improvements. The PBS plan will then be altered, revised or unchanged depending on outcomes. Behaviour plans will be updated half termly reviews and shared with parents.

9. Therapeutic Interventions

Charlton Park Academy provides a range of interventions and therapies to support individuals, small groups and whole class teams. These are monitored for impact and equity of access on a provision map. These include Speech and Language Therapy, Music Therapy Occupational Therapy, Drama Therapy, Art enrichment and Counselling. The Child and Adolescent Mental Health Service (CAMHS) also run a school clinic on a referral basis, providing support for students who have difficulties with their emotional or behavioural wellbeing.

10. Rewards and Celebrations

Rewards

Encouraging positive behaviour may involve the use of rewards so students feel success is recognised. As a result of their complex needs our students respond best to rewards which are more immediate and personalised. These are often linked to special interests.

Assemblies

The whole-school system involves students who have succeeded in their class system receiving recognition during a whole school assembly once a half term. Citizenship certificates are given in assemblies to students who have shown consideration or kindness in their actions towards others.

Jack Petchey Award

Each half-term one student is nominated by staff and students for this award which is presented at the start of the following academic year in a special ceremony with other Greenwich schools. Nominations can be for improved behaviour and students receive £250 to be spent on the school or their class for equipment, trips, resources etc.

11. Consequences

At CPA we believe it is more important to focus on reinforcing the desired behaviour by focusing on prevention rather than reaction, emphasizing what we want the student 'to do'



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rather than what we 'don't want' them to do. As part of developing independence students will be taught to understand their own emotions and actions. They will be enabled to devise individualized positive behaviour plans, where appropriate, to empower them to regulate their responses and make good choices.

12. Related Policies

This Positive Behaviour Support Policy is to be read in conjunction with related policies, currently including:

- Positive Handling Policy
- Calm Room Policy
- Health and Safety Policy
- Risk Assessment Policy
- Anti-Bullying Policy
- Complaints Policy
- Anti-Racism policy
- Safeguarding Policy
- Communication and Interaction Policy

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Date Adopted:	January 2020
Date to be reviewed:	January 2022
Authorised by:	Graham Harknett, Chair of Governors Mark Dale-Emberton, Principal Niall Fallon, Senior Vice Principal



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Appendix: PBS at Charlton Park Academy and Rainbow House

1. High quality supportive environments	
Staff Will:	Managers will:
<p>Show dignity, respect, warmth, empathy, and compassion in all interactions</p> <p>Treat every individual as a person and provide support that is tailored to meet need</p> <p>Arrange and support participation in activities of everyday life and community events.</p> <p>Search out and support the development of relationship</p> <p>Arrange and support meaningful choice</p> <p>Arrange and support opportunities for behaviour for learning through motivating, suitably challenging and engaging activities.</p> <p>Help and support behaviour and daily interactions that make the person look and feel good.</p> <p>Minimise any restriction of activities or movement; and use positive handling strategies when needed in emergency situations</p>	<p>Help shape and change, when appropriate, the values of Charlton Park Academy.</p> <p>Support other staff to describe and deliver the values and core aims of Charlton Park Academy, orally, in writing and in actions.</p> <p>Provide positive feedback on staff performance related to their support of the person's community presence, relationships, choice, behavioural skills and image.</p> <p>Recruit team members with appropriate values and attitudes.</p> <p>Review and discuss team members' attitudes regularly and support team members to demonstrate positive attitude to the person.</p> <p>Respond when positive attitudes are not present</p> <p>Role model dignity, respect, warmth, empathy, compassion in interactions at all times, and monitor this in the team.</p> <p>Facilitate feedback from the person and their family and friends on how values are expressed in actions and use this to shape and change Charlton Park Academy.</p> <p>Actively manage staff to build a positive environment.</p>

2. Functional, contextual and skills based assessment	
Staff will:	Managers will:
<p>Contribute the necessary information to the assessment process</p> <p>Support the young person so that they are able to contribute to their own assessment where possible</p>	<p>Contribute to team information and identify who else may be able to contribute to information</p> <p>Ensure that the right people/agencies are involved in each aspect of the assessment process and support that involvement when necessary</p>



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<p>Identify the key people/agencies who need to be involved in the assessment and implementation of the PBS plan</p> <p>Communicate effectively and politely, listen to views of others and ask relevant questions when working with the key people involved</p> <p>Provide constructive input to the PBS plan including practical aspects of delivery</p> <p>Identify barriers to implementation in both the assessment process and as they arise and raise concerns with the team</p> <p>Seek support appropriately and provide appropriate support to others within the team</p> <p>Identify and describe resources available; find information and seek guidance about resources as required</p> <p>Identify and clearly describe behaviour and environmental antecedents in observable and measurable terms (ABC)</p> <p>Identify and report other variables that might affect the young person (e.g. illness, relocation, medication)</p> <p>Recognise the effect of own behaviour on the young person and adapt accordingly</p> <p>Record data according to the agreed procedures</p>	<p>Assess environment, support skills, person, and identify strengths and limitations to implementing plans and feed this into the planning process</p> <p>Ensure that audit of team competence is conducted</p> <p>Coordinate and ensure immediate resources are available to support implementation of the plan.</p> <p>Raise resource issues and needs on an organisational level</p> <p>Support the team in developing an understanding of why behaviour occurs for every young person supported recognising that those reasons will be specific to that person</p> <p>Support the team in understanding the effect of their own behaviour on others including the young person supported and help them adapt accordingly</p> <p>Continue to develop knowledge and understanding of Positive Behaviour Support</p> <p>Put in place data collection procedure appropriate for the behaviour, the dimensions of that behaviour (frequency, intensity, duration etc.) and the context in which it occurs</p> <p>Train and support staff in data collection procedures</p> <p>Analyse and produce graphical and tabular representation of data</p>
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3. Developing and implementing a Positive Behaviour Support Plan; Evaluating intervention effects and on-going monitoring	
Staff will:	Managers will:
Understand and be able to implement a PBS plan accurately	



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<p>Read and absorb each PBS plan for every young person you are supporting and be able to demonstrate that the strategies described are understood and followed correctly</p> <p>Seek clarification for any aspect that is not understood</p> <p>Take part in supervision and receive feedback on the accuracy of the implementation.</p> <p>Contribute to the identification of the strategies included in a PBS plan. Be able to demonstrate that they are understood and followed correctly and raise concerns if it is not possible to put them in practice.</p> <p>Ensure understanding of the teaching strategies and protocols within the PBS plan and question anything that is not fully understood</p> <p>Teach and support communication skills including skills and communications that are functionally related to the challenging behaviour.</p> <p>Make changes to the physical environment, increasing choice and control, providing positive reinforcement</p> <p>Increase student individual support during demanding activities</p> <p>Support mental health and or physical health needs that serve as setting events for behaviour that challenges</p> <p>Increase engagement levels for the person</p> <p>Offer choice and promote independence</p>	<p>Ensure that all members of the support team understand and are able to accurately implement each PBS plan, for every person being supported</p> <p>Demonstrate to members of the team the strategies described within the PBS plan</p> <p>Review potential strategies during PBS plan development and raise concerns if impractical</p> <p>Ensure that strategies are shared and understood by the team and that necessary resources are in place</p> <p>Contribute to the development of teaching strategies and protocols</p> <p>Check each member of the team understands the teaching strategies and protocols within the PBS plan, through supervision and observation of practice</p> <p>Ensure that resources are available for teaching opportunities</p> <p>Identify wide range of options to be used to reinforce appropriate behaviour for each person</p> <p>Support staff in the promotion of choice and independence.</p> <p>Support staff to increase engagement levels for the person</p>
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Fixed-term Exclusions

We do not believe that exclusions are the most effective way to support pupils with SEND, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

Decisions to exclude pupils are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.

Any student that is known to social services and who is on the school social care register (my concern database) will be assessed on an individual basis as to whether a fixed term exclusion will increase the risk of harm to that student.

Exclusions can also be managed internally, and a child or young person may be removed from class for a fixed period of time.

Permanent exclusions

It is extremely rare for us to permanently exclude a pupil at Charlton Park Academy

In the event that Charlton Park Academy is not able to meet the needs of an individual pupil, we will **always aim** to work with the child and young person's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.